The Middlebury Campus

VOL. CXVII, No. 24 | MIDDLEBURY, VERMONT, MAY 2, 2019 | MIDDLEBURYCAMPUS.COM

Zeitgeist 2019

Introduction: The Spirit of the Times

By BOCHU DING
Information Insights Director

"Would you support the construction of a swirly slide inside the Great Hall of Bicentennial Hall? We're talking a 6-story curling slide that has entry points on all floors and ends on the second floor, open for use after 5 p.m. on weekdays and all weekend, or whatever else we can secure as a compromise."

This was our favorite suggested question for the Zeitgeist survey — and one of over one hundred questions that were submitted when we solicited feedback from students last month. While Zeitgeist began as a project aiming to bridge the realms of data analysis and journalism, we also saw it as an opportunity to seek community input to investigate the underlying narratives at Middlebury.

What are cultures that students participate in but do not enjoy? How often do students feel lonely? How many sexual partners does the average Middlebury student have? Are students aware of the mental health resources on campus?

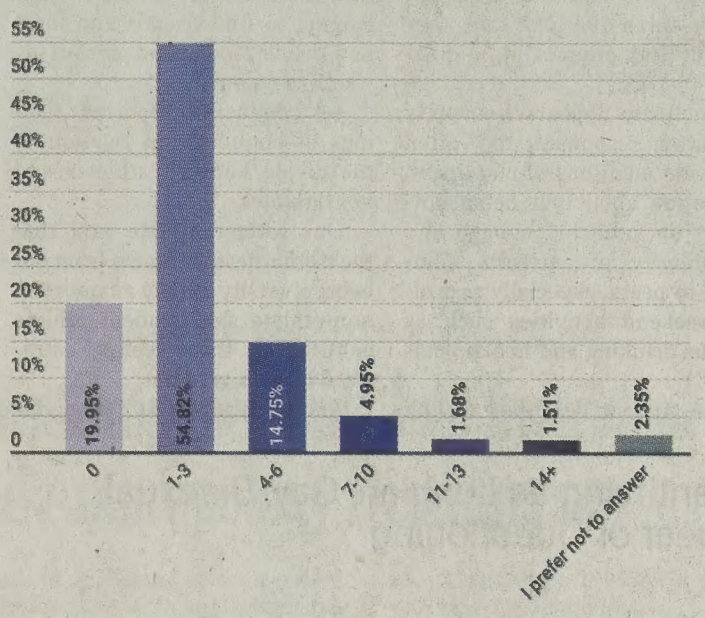
Of course, we also wanted to use this opportunity to explore and potentially dispel prominent stereotypes at Middlebury. Are Economics majors truly "socially liberal" and "fiscally conservative?" Do athletes have different dining hall preferences than non-athletes? Are conservative students less likely to express their views in class?

Above all, we were surprised to find that students wanted to learn more about feelings of belonging at Middlebury. In a campus climate where questions about differences, otherness and acceptance do not easily percolate into discussions, the deluge of feedback, centered around the theme of belonging, reflects a collective will to understand what tethers us to each other and our shared Middlebury identity.

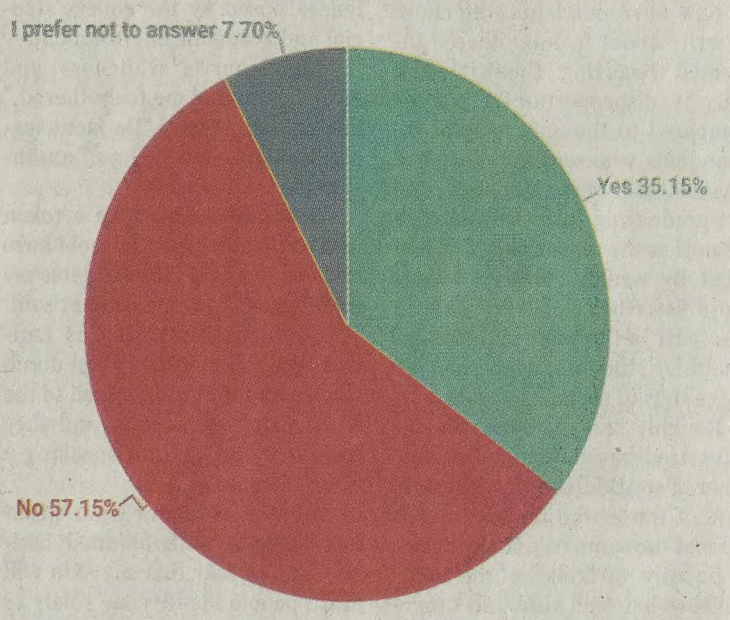
With the concept of belonging at the axis, we asked about feeling deserving, about loneliness and about the concept of "otherness." Our analysis also seeks to illustrate how these shared sentiments may diverge disproportionately in demographics of race, sexual orientation and political views.

The definition of Zeitgeist is "the defining spirit of a particular period of history as shown by the ideas and beliefs of the time." This year, we believe that the defining theme of our survey is "belonging."

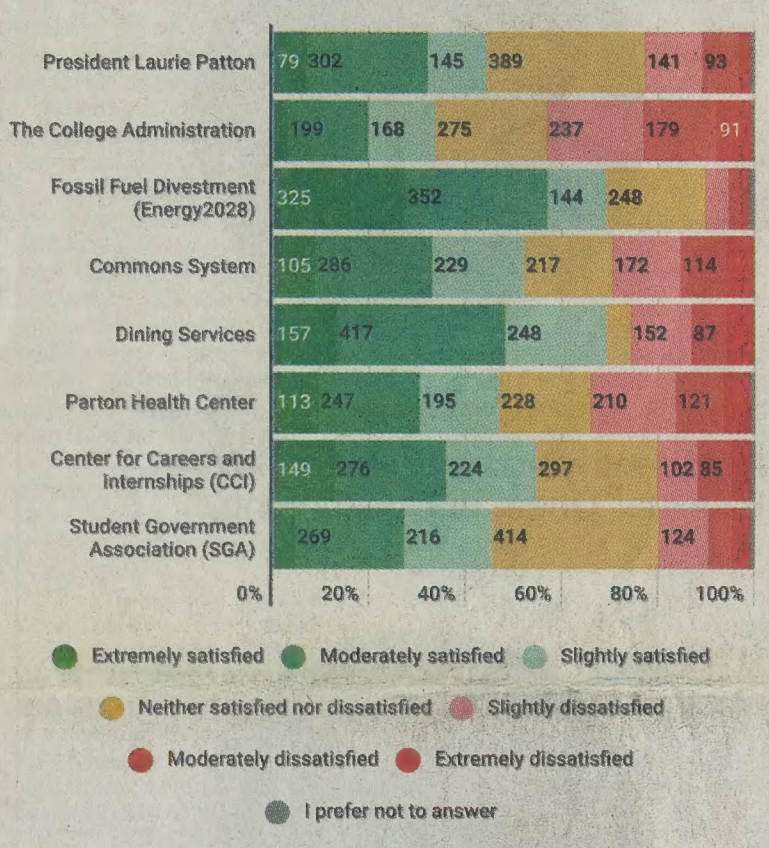
Frequency of Students' Sexual Activity Over the Past 12 Months



Students Who Have Broken the Honor Code

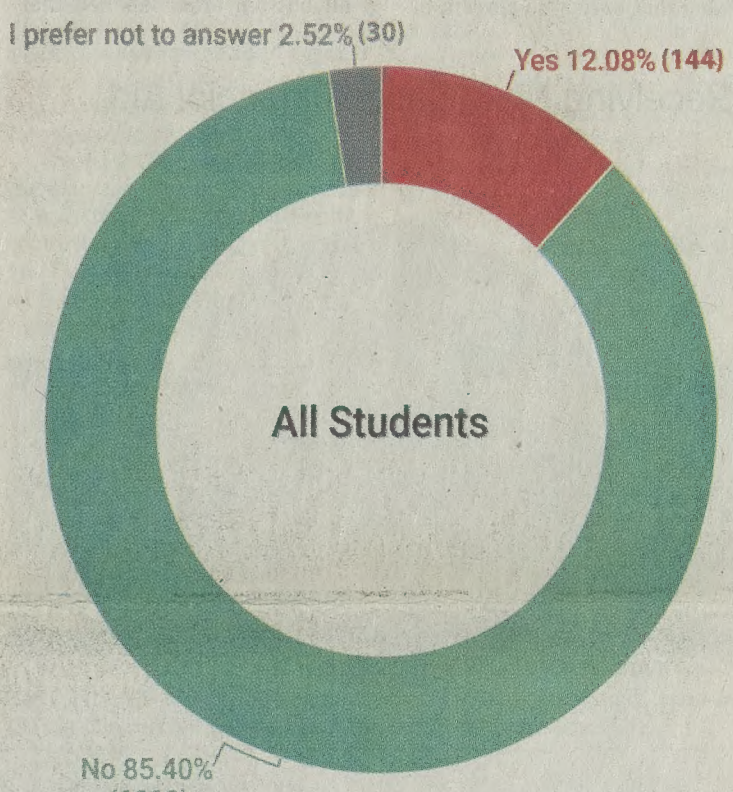


Satisfaction With Aspects of Middlebury


President Laurie Patton 79 302 145 389 141 93
The College Administration 199 168 275 237 179 91
Fossil Fuel Divestment (Energy2028) 325 352 144 248
Commons System 105 286 229 217 172 114
Dining Services 157 417 248 152 87
Parton Health Center 113 247 195 228 210 121
Center for Careers and Internships (CCI) 149 276 224 297 102 85
Student Government Association (SGA) 269 216 414 124
0% 20% 40% 60% 80% 100%
Extremely satisfied
Moderately satisfied
Slightly satisfied
Neither satisfied nor dissatisfied
Slightly dissatisfied
Moderately dissatisfied
Extremely dissatisfied
I prefer not to answer

Editor's Note: This information was collected before the events surrounding Ryszard Legutko's planned lecture on campus on April 17, 2019.

Students Who Experienced Instances of Sexual Assault at Middlebury



View our full Zeitgeist findings online at go/zg.

BELONGING AT MIDDLEBURY

More than one third of students say they feel othered on campus

By RILEY BOARD and NICOLE POLLACK
Arts & Academics Editor and Senior Writer

More than 200 students answered the question: "What makes you feel othered at Middlebury?" Responses addressed socio-economic status, race and ethnicity, athletics, sexuality and other subjects, shedding light on the ways in which cultures and demographics at the college impact students' sense of belonging.

Roughly one in three students feel othered at Middlebury (Figure 1).

Highlighting certain demographics paints a clearer picture of who feels othered at the college. Students of color, recipients of financial aid, members of the LGBT community, those who feel their political views diverge from the norm and others whose identities do not match the dominant demographics of the college were more likely to report sentiments of otherness.

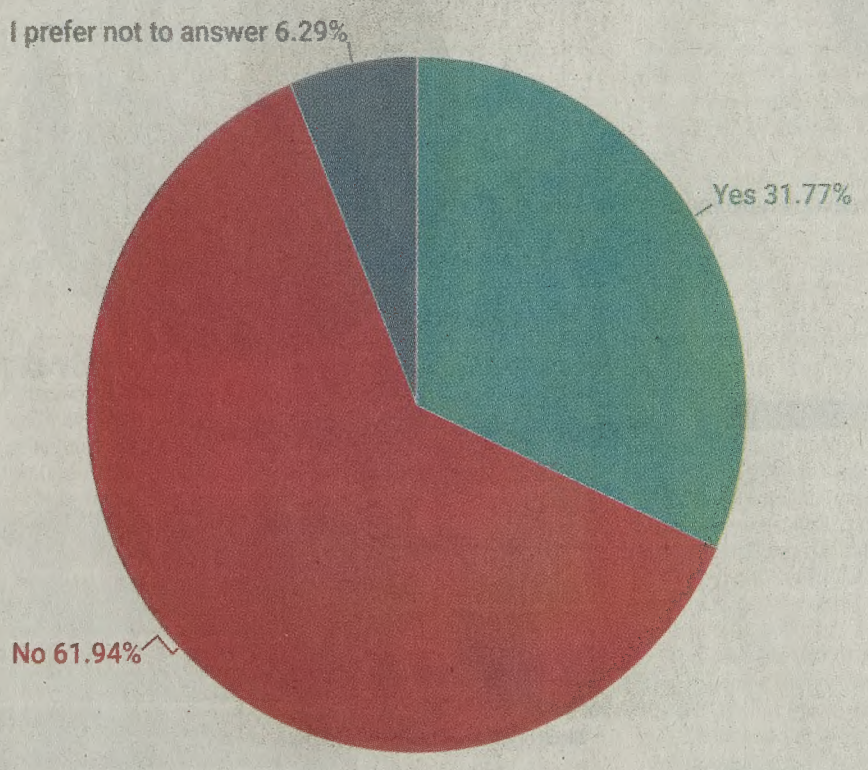


Figure 1: Do you feel othered at Middlebury?

Money was the most commonly cited cause of feeling othered at Middlebury. Respondents who indicated feeling othered expressed frustrations with the high level of wealth on campus, the challenges faced by first-generation students and other financial factors. 45% of respondents indicated receiving need-based financial aid. 30% of the written responses explaining why students feel othered at Middlebury attribute these feelings to socioeconomic status.

The influence of wealth on campus culture is not surprising; data from a 2017 study showed that Middlebury had a greater proportion of students from the top one percent than most other schools in the country. 76% of students came from families with household incomes in the top 20%, according to the study.

"The tremendous wealth of the students here makes it easy to feel

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NEWS

Student panel reflects on Legutko
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LOCAL

Midd Farmers Market turns 45 this summer
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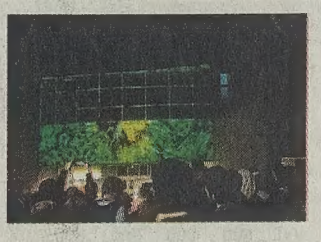
ARTS AND ACADEMICS

The multiverse, explored in "Constellations"
Page 8



Nocturne embraces the night
Page 11

SPORTS

Track and field teams excel at NESCACs
Page 14

Zeitgeist: Belonging and Otherness

Continued from Page 1

like an outsider," one respondent wrote.

Another student wrote that their feeling of otherness stems from the fact that they did not come from a privileged background like many of their peers. "I have to work twice as hard to get half of what is given to these people."

65% of respondents who chose to write about feeling othered indicated receiving financial aid. This is disproportionately large compared to the 45% of total respondents who said they received financial aid. Many students cited not graduating from private high schools as the reason they feel isolated by wealth culture. Dozens more described not being able to take part in the same activities as wealthier students, which has led to feelings of social exclusion.

Roughly half of those who receive need-based financial aid feel othered at Middlebury, while only 20% of those who do not receive aid feel the same way (Figure 2).

Equally striking is the relationship between race and otherness at Middlebury. Of all racial groups, white students were the only group in which respondents did not overwhelmingly report feelings of otherness (Figure 3).

A campus climate assessment released last week by the Office of Diversity, Equity and Inclusion revealed that only nine percent of students of color believe Middlebury is inclusive to members of their race.

Of the 78 respondents who cited race or ethnicity as an othering factor, more than half described not fitting into the white majority as the primary cause. The other students who mentioned race listed it alongside additional reasons, most commonly socioeconomic status, gender and the many challenges posed by the college's social and academic environment.

"Middlebury's whiteness and affluence makes me feel othered," one student wrote. "De facto segregation everywhere I go," another said.

"Sometimes I become a token in class. When I speak, I feel I have to do so in a way that validates my intelligence," a third student said.

A student identifying as Latino wrote, "Sometimes I feel dumb when I forget to code switch to the white man's vernacular and they look at me as if I am speaking a foreign language."

Another student, who specified being a white-skinned Latino, said, "I fear that my skin will make people identify me solely as a white person ... I have had negative comments addressed to me based off my skin color, or people laughing at me because of the way I pronounce my name."

"I am white but I am international," one student said. "I don't fit in with the American majority at all but am often labelled that way because I am white."

More than 70% of respondents reported feeling lonely at least once a week. Almost 20 percent said they feel lonely every day (Figure 5).

Students who feel othered also report higher occurrences of loneliness: 28% are lonely every day — almost twice as likely as the 16% of students who do not feel othered. Among the less than 7% of students who said they never felt lonely, three-quarters said they did not feel othered at Middlebury.

Loneliness appears frequently in written responses, too, often alongside mentions of cliquiness, frustration about not being outdoorsy or "crunchy" enough and dissimilarity of interests compared to peers, especially regarding weekend activities such as campus drinking and hookup culture.

One student described feeling pressure to never feel lonely. Another said that when they chose not to express traditional femininity or engage with the party scene, they were treated like an outsider.

"I don't hang out with friends or party often," wrote another. "This is fine literally anywhere else in the world, but I feel lonely and abnormal at Midd."

A student who does not drink said the decision "makes it challenging to find friends and meet new people, so I spend most of my weekends alone."

19 comments reported feelings of cliquiness in relation to the divide between athletes and non-athletes.

One former athlete said that their otherness stemmed from not being a varsity athlete anymore. A non-athlete said student athlete culture left them feeling ostracized by varsity teams.

Another student said being involved in athletics is incompatible with being a minority. "These two identities cannot be expressed at the same time," they wrote.

Though mental health only appears in a handful of written responses, knowledge about on-campus mental health support systems corresponds to feelings of otherness. Nearly all respondents said they would know where to go for mental health services. But almost half of the respondents who disagreed, and the majority of those who strongly disagreed, said they felt othered at Middlebury (Figure 6).

Mental health was not named by any students as their sole cause of othering, but was listed in several responses, including one that said the issue was with their "decision to prioritize mental health over academic success."

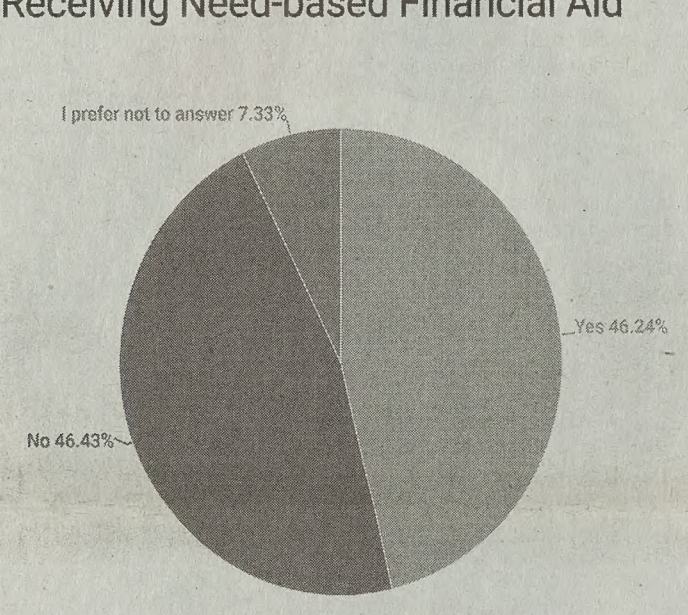
Nearly all students feel like they deserve to be at Middlebury — despite the prevalence of feeling othered, roughly 90% of students agree that they have earned their place at the college (Figure 7).

According to respondents, Middlebury's culture and demographics contribute significantly to the sense of otherness felt by minority groups on campus.

"There are very few spaces at Middlebury where students of color feel welcome," one student wrote. "Yes, the [Anderson Freeman Center] exists, but if that is the only space dedicated to diversity at Midd, then we need to do better."

A few students wrote that "everything" about the college culture and community makes them feel othered. "My identity in all spectrums," one of these students wrote.

"This world wasn't made for me," said another.



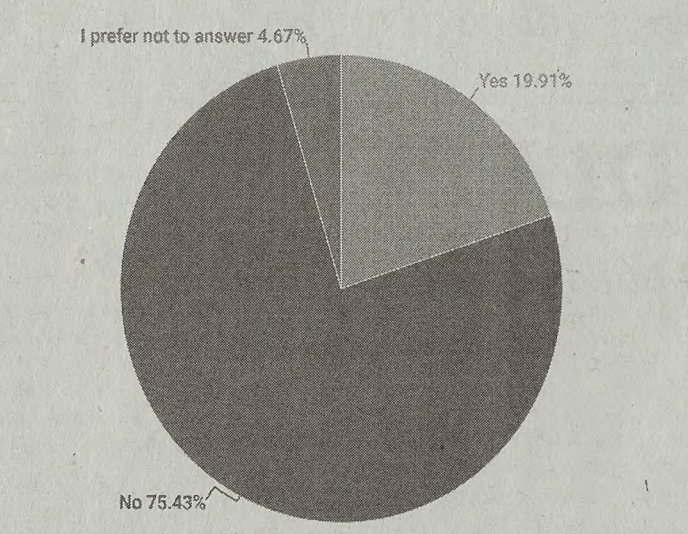


Figure 2: Do you feel othered at Middlebury? A breakdown by financial aid.

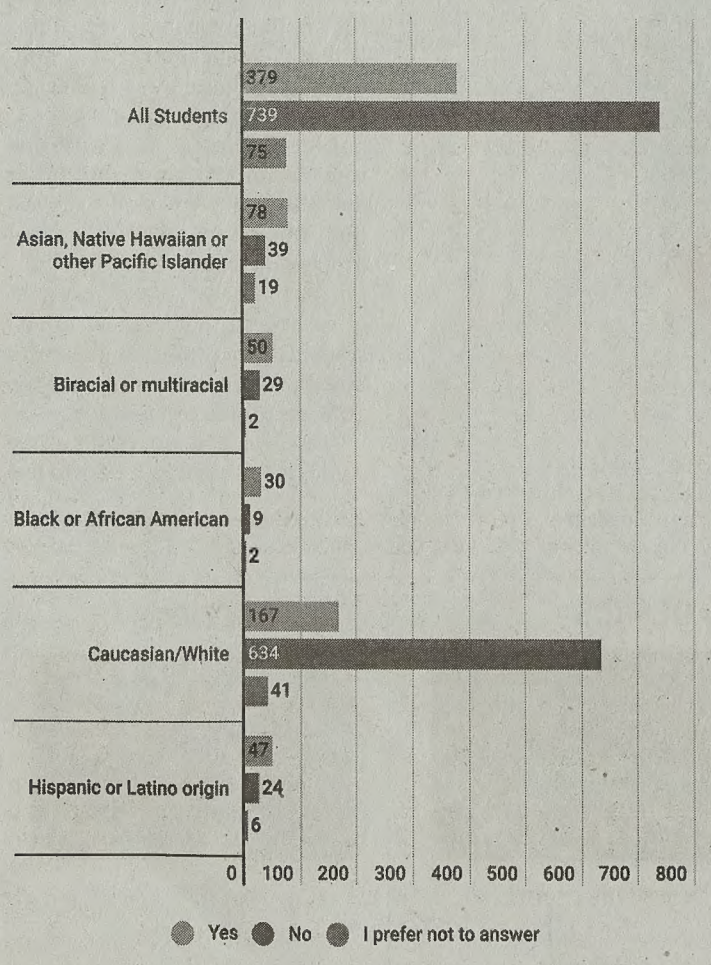

All Students 379 739 75
Asian, Native Hawaiian or other Pacific Islander 78 39 19
Biracial or multiracial 50 29 2
Black or African American 30 9 2
Caucasian/White 167 634 41
Hispanic or Latino origin 47 24 6
0 100 200 300 400 500 600 700 800
Yes
No
I prefer not to answer

Figure 3: Do you feel othered at Middlebury? A breakdown by race.

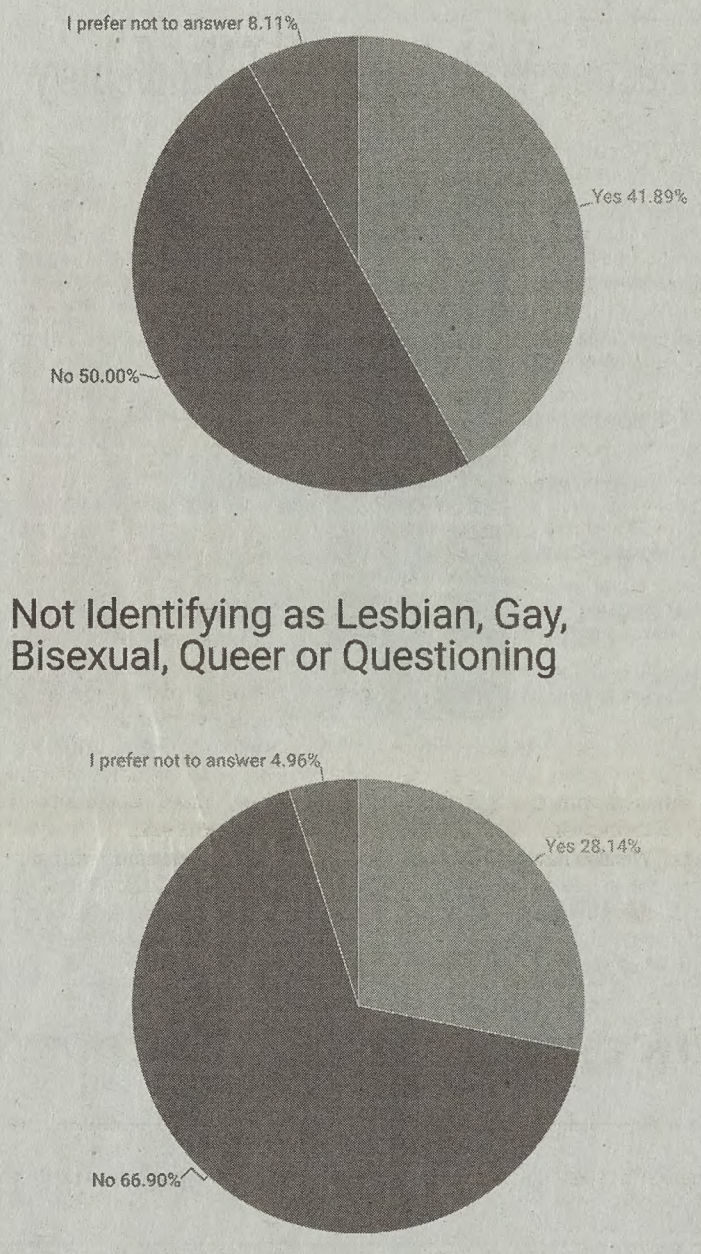

Identifying as Lesbian, Gay, Bisexual, Queer or Questioning
I prefer not to answer 8.11%
Yes 41.89%
No 50.00%
Not Identifying as Lesbian, Gay, Bisexual, Queer or Questioning
I prefer not to answer 4.96%
Yes 28.14%
No 66.90%

Figure 3: Do you feel othered at Middlebury? A breakdown by sexual orientation.

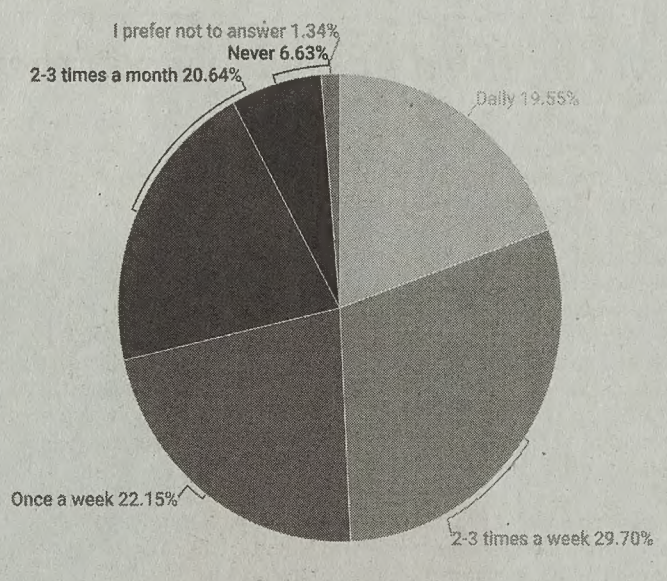


Figure 5: How often do you feel lonely?

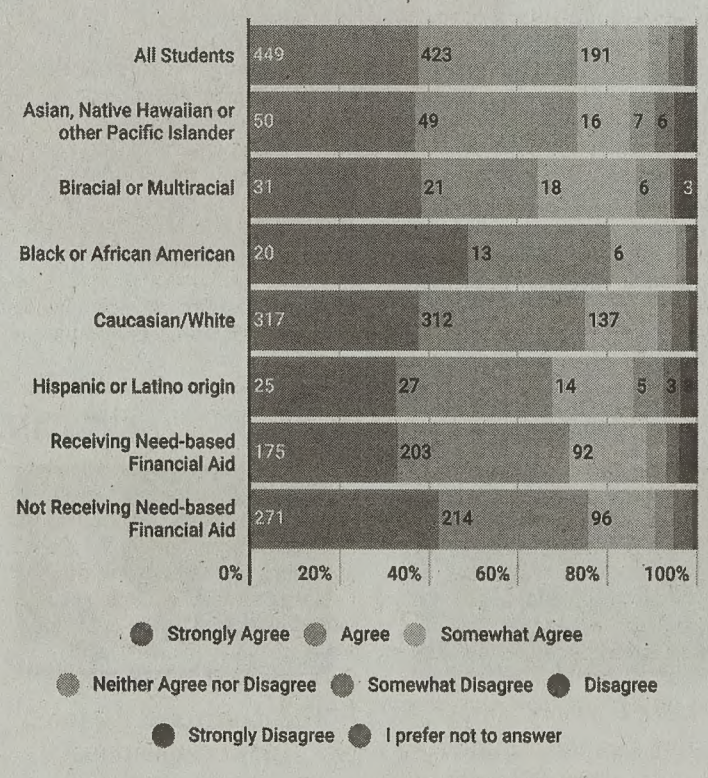

All Students 449 423 191
Asian, Native Hawaiian or other Pacific Islander 50 49 16 7 6
Biracial or Multiracial 31 21 18 6 3
Black or African American 20 13 6
Caucasian/White 317 312 137
Hispanic or Latino origin 25 27 14 5 3
Receiving Need-based Financial Aid 175 203 92
Not Receiving Need-based Financial Aid 271 214 96
0% 20% 40% 60% 80% 100%
Strongly Agree
Agree
Somewhat Agree
Neither Agree nor Disagree
Somewhat Disagree
Disagree
Strongly Disagree
I prefer not to answer

Figure 6: I feel like I deserve to be at Middlebury.

Who We Surveyed

By ZEKE HODKIN
Contributing Writer

The Campus' inaugural Zeitgeist survey saw enthusiastic participation from the student body. 46.57% of actively-enrolled Middlebury College undergraduate students completed The Campus' first-ever survey.

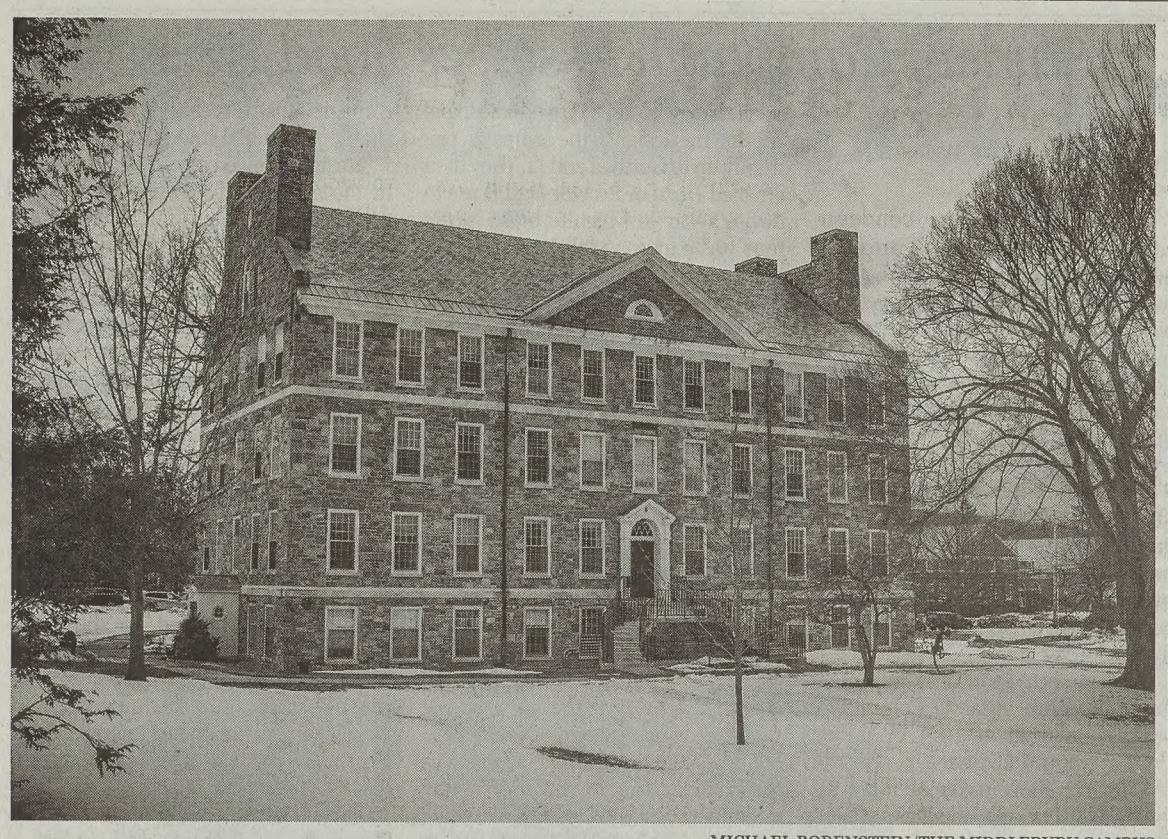
The survey's 1,202 respondents were divided roughly equally among classes. The junior class, including the classes of 2020 and 2020.5, had the lowest participation rate, under 22%. This may be attributed to the high volume of students abroad.

Over 70% of respondents identified as white. The next largest bloc of respondents, over 11% of the total, identified as Asian. 6.5% of respondents identified as Hispanic or Latinx, and around 3.5% of respondents identified as black; under 7% of respondents labeled themselves as biracial or multiracial.

A quarter of respondents identified themselves as lesbian, gay, bisexual, queer, or questioning (LGBTQ). Cisgender female students were almost twice as likely to identify as LGBTQ or questioning as cisgender male students.

While some figures in the Zeitgeist survey sample size are relatively representative of the share of alike students in Middlebury's entire population, other data points are skewed significantly. Notably, more respondents were female than male. Short of 40% of respondents identified themselves as cisgender males, while about 58% of respondents identified as cisgender females. The remaining students either did not identifywith either gender or chose not to respond to the question. In reality, the split between cisgender males and females at Middlebury is closer to 50% on both sides. This may introduce a skew in our results.

Current demographic figures can be expected to change as the student body becomes more diverse. In a Campus article published in February, the Admissions Office reported a record number of applicants of color while reviewing applications for the Class of 2023. The numbers of first-generation students and students of color admitted have also been gradually rising, as has the share of students on need-based financial aid per year.



MICHAEL BORENSTEIN/THE MIDDLEBURY CAMPUS

Munroe Hall is home to the Sociology and Anthropology Department, which may soon split in two.

SOAN Department Proposes Split Into Individual Sociology and Anthropology Departments

By NICOLE POLLACK
Senior Writer

The Department of Sociology and Anthropology (SOAN) proposed splitting into two individual departments, offering two separate majors, during the faculty meeting last Friday. Linus Owens, associate professor of sociology, and James Fitzsimmons, associate professor of anthropology, presented the plan, which aims to expand the autonomy of the new Sociology and Anthropology departments while increasing majors' focus on their field of choice. Per college policy, the proposal cannot be voted on until the final faculty meeting of the year in May.

"We're two different disciplines, and we've grown over the years," Owens said during the meeting. "We've gotten big enough to become increasingly disciplinarily focused on each side, and it makes sense. We think we are at the size where we're better off splitting to offer both a sociology major and an anthropology major, rather than trying to pull them together."

The current SOAN major offers three tracks: an anthropology focus, a sociology focus, and a combined third option that allows students to take an equal number of classes in both disciplines. Prior to 2012, the department did not allow students to choose a focus. It has since grown then to 12 faculty members, with six in each field, numbers comparable to departments such as Classics, Education Studies and Comparative Literature.

"As soon as it becomes possible, it starts to feel like it needs to happen," Owens told The Campus. He said most SOAN faculty members agree that they should offer separate majors through separate departments, but do not all agree on the timing.

Several faculty members expressed concern that the process was too rushed, while others worried that the division could prevent students from moving as freely between the disciplines while deciding on a major. "What this proposal in one way has allowed each side to do, I think, is to further define these disciplines," said Professor of Anthropology Ellen Oxfeld. "So the new anthropology major is going to look more defined than the anthropology track."

Oxfeld said the element the department was still deciding how to go about the joint major option, which would replace the current combined SOAN track.

"We have the requirements worked out for each major. Each side seems satisfied with those requirements," Fitzsimmons said at the meetings. "We also have a provisional outline for a special joint major. Yes, at least as far as the joint major stuff, that's more of what's worked out in the last week. What I would add is that there is willingness on both sides to compromise."

Amid questions about the specifics of that which they were voting on and how much authority faculty had over these decisions, one professor at the meeting asked whether the split would involve a need for new positions or increased funding. "There's no additional staffing expected, required, asked for," Owens answered.

Members of the SOAN department are working with Dean of the Faculty Andi Lloyd on the administrative processes involved in the proposed split. Lloyd, who Owens described as an objective voice more informed about the college's procedures, was unable to attend the faculty meeting.

Owens told The Campus that the "how" complicates the "why." He said the majority of Middlebury's comparably-sized peer institutions have separate departments, the current system unnecessarily combines two different disciplines and the current flexibility of the SOAN department does not offer students sufficient disciplinary depth. While the current plan is to continue offering a joint major, "most people have a preference," Owens said.

Preliminary discussions with students indicate support for the split. "Students' educational outcomes are also a driving force behind these decisions," Owens said.

Student Panel Discusses Next Steps After Legutko Drama

By RILEY BOARD
Arts & Academics Editor

A week after a lecture by Polish politician Ryszard Legutko was canceled by administrators, Quinn Boyle '21 asked those gathered in Dana Auditorium for the "Moving Forward" panel discussion to turn to their neighbors and answer a question: What was at stake for you last week?

The question was meant to inspire students, faculty, staff and community members in the audience to reflect on the events of the previous week, which generated campus controversy and national news coverage that many decried as misrepresentative. Both the question and ensuing conversation preceded a panel discussion featuring five distinct student voices, which was advertised as "a conversation on how we challenge ideas with which we disagree, and how we engage with challenging ideas." Boyle served as the panel's moderator.

Each panelist was connected to the Legutko controversy in a unique way. Joey Lyons '21 is a member of the Alexander Hamilton Forum, which brought Legutko to campus, and a member of professor Matthew Dickinson's American Presidency Seminar that Legutko attended in an impromptu fashion. Grace Vedock '20 described herself as a "would-be protest organizer" and self-identified visibly gay student. Rebecca Duras '19 offered her perspective on conservatism in Poland as a Croatian student, and as someone involved in the planned protest. Akhila Roy Chowdhury '20 is a Political Science major who had been planning to attend the pre-planned dinner with Legutko following his lecture, and Ethan Cohen '19 is another member of Dickinson's seminar who voted to allow Legutko to speak in the class and who said he was hoping to attend the original lecture to ask challenging questions.

The panelists began by reflecting on the relationship between faculty and students during the Legutko controversy and aftermath. Vedock and Duras expressed disappointment with faculty accusations that quotes posted around campus prior to Legutko's visit, which were drawn from the politician's book "The Demon in Democracy" and highlighted his views on homosexuality and gay marriage, were "doctored."

"That was one of the ways that faculty behaved that directly impacted students, and I found that deeply troubling," Vedock said.

They also noted frustration about the false assertions by some faculty members that the protest was intended to be disruptive. However, Duras also acknowledged that many faculty members have been supportive of all students, including those associated with the protest.

Roy Chowdhury said that some faculty members called for Dickinson to be fired in light of his decision to bring Legutko into his seminar, which she found disappointing. She defended the idea that the classroom should expose students to a variety of views.

"I feel like I grow most academically when I am exposed to ideas that challenge mine and not just when I'm debating subtleties within one side of an argument we all agree with," she said.

Because of her familiarity with Eastern European politics, Duras discussed how right-wing politicians from that area of the world utilize the platform of American college lectures to legitimize their views. "They come back to Eastern Europe and use [the lectures] as proof to say "See, I am legitimate in the eyes of the world, these views are legitimate even in America," Duras explained.

"It may seem like Middlebury is really far away from the rest of the world, but how our actions can affect people really far away," she explained.

"It seems disingenuous to invite Legutko to talk about the demon in democracy when his party is the demon in Polish democracy. It's like inviting a wolf to talk about the problems with the death of sheep."

Roy Chowdhury offered a counterpoint, and expressed disbelief that Middlebury offers a larger platform than what Legutko already has as a prominent politician. "Assuming that

Continued on Page 4

MAX PADILLA/THE MIDDLEBURY CAMPUS

Each of the five participants in a student panel in Dana Auditorium discussing the Legutko controversy was tied to the week's events in some way.

Students Talk Sexism and Racism in STEM Departments

By SARAH ASCH
Editor at Large

After a two-week period in which an offensive chemistry exam question came to light and a problematic cartoon was shown in a geology class, increased attention has been focused from students, parents and faculty on the sciences — specifically on the Department of Chemistry and Biochemistry — to address how classes in those departments could be more inclusive.

Many students said that in the midst of this renewed focus, they did not want the discussion to start and stop with specific incidents. Rather, students hope the conversation will shift toward the deeper-seeded issues within both the chemistry department and the STEM program that make certain students feel unwelcome, especially women and students of color.

The Curriculum: An Ethos of Erasure

Many students said that the way knowledge is framed in science classes does not do enough to address the harmful history that often accompanies scientific research, which can leave women and students of color feeling ignored or unseen in the classroom. While several students framed their experience in the context of the Chemistry Department in light of recent events, they also spoke about a wider culture that spans multiple academic departments.

"There is an overwhelming sense in STEM classes that what we do is scientific and logical and based in reason, and so it has nothing to do with diversity, inclusivity and what people view as more social issues," said Vee Duong '19, a comparative literature major who also completed the pre-med track. "There's very little sense that we as students and professors in STEM have some sort of stake in creating more inclusive environments. And there's very little conversation about what that inclusive environment might look like."

Duong said that some professors highlight women and people of color who have contributed to scientific advancement, but not every professor takes the time to acknowledge the work of those who are often overlooked. She also pointed out that in her experience this problem is not unique to science classes but rather occurs in all academic programs.

According to Duong, the decontextualized environment in the sciences puts pressure on students of color to achieve at high levels and defy stereotypes.

"There's this sense that in the classroom I need to prove myself and perform well and be different," she said. "When you feel like you need to meet objective standards that are really not objective because they have been created to marginalize certain communities it becomes a really tough mental personal battle to assert yourself and build a space for yourself in that classroom."

Another student, who asked to be referred to as Kayla, said that this struggle to assert yourself can cause students to drop out of the sciences, which perpetuates a larger issue of underrepresentation. Kayla spoke on the condition of anonymity for fear of retribution from faculty.

"There's already a lot of widely documented evidence and studies showing that students of color from low income backgrounds who come from underfunded public high schools have higher rates of getting out of STEM, even if they come in studying STEM," she said.

Rachel Hemond '19.5, a molecular biology and biochemistry major, pointed out that these concerns relate to the student-led movement to decolonize the curriculum, which has gained momentum this spring. That initiative asks professors to change which perspectives are actively taught in their classes.

"We never talk about where our knowledge comes from in STEM, and in other disciplines, that is so unacceptable pedagogically and epistemologically," she said, adding that she believes many professors have this knowledge but may be unsure of how to integrate it effectively in their curriculum.

"There's this idea you can separate the subjectivity of history from the objectivity of scientific knowledge and that's not the case. Everything is situated," Hemond said. "It doesn't surprise me that BiHall has issues with prevalent and systemic sexism and racism and classism because the very disciplines of science that they are professing to teach us are filled with those things and fundamentally built on them."

Kayla agreed that in STEM classes professors do not always incorporate discussion that puts knowledge in context.

"There's a history in science of people from more privileged backgrounds claiming and taking credit for other people's work," Kayla said. "And we never talk about that in class because we're always focused on the hard science and getting through what you need to to get into medical school and PhD programs and the next thing you're going to do in lab."

Bob Cluss, the chair of the Chemistry and Biochemistry Department, said that the 12-week semesters make it hard to incorporate social issues into the curriculum to the extent that some professors would like to.

"If we had a 14-week semester and we were still covering the same topics, we would be able to integrate social issues better, we would be able to use contemplative practices, we would be able to do a lot things we're not doing now," Cluss said.

Cluss, who has been chair of the department for two years, said he believes it is deeply important to make space for discussions that contextualize scientific knowledge, but that it has to be done correctly, which requires both time and proper training for professors.

"If we're talking about something that is difficult then we all need to have the time to look at all the nuances that connect to it," he said. "But I think that's what we should do. Science is a part of society and we really should be connecting these things, not pulling them apart."

Problems With Professors

Many students also reported that one professor — Steve Oster, who teaches the organic chemistry lab sessions — creates an environment that favors some students over others and often makes women and students of color feel uncomfortable. Oster is the only lab professor for those courses, which are required or recommended for many STEM majors and the pre-med track.

"He's someone who shamelessly makes it obvious to the class who his favorites are, which is usually a very predictable demographic, and he always directs his attention to validate them in the classroom," Kayla said. "This can imply that some students' educations are valued over others in a classroom and that can get internalized by students who are being ignored, making them think that they don't matter and that they don't belong in STEM."

Kayla, who identifies as a student of color, said that Oster's behavior often goes beyond favoritism.

"It is very intimidating being in a classroom where the professor is a white male joking about things that are often racist or sexist and expecting you to laugh along, and if you don't laugh along he just walks past you and doesn't bother to have a conversation with you," she said. "I have particularly had experiences where he has called me by another brown girl's name and doesn't bother to get to know who I am but does get to know everyone around me who is not a person of color."

Duong had a similar experience of feeling marginalized in Oster's class.

"He never engaged with the students of color in the same way that he engaged with white students," she said. "When he was going around to introduce himself to everyone in the class, he would go to everyone's laboratory hood but he completely skipped over mine. I could tell, I could see him looking at my name, and he didn't know how to go about saying my name, I guess, so he just skipped over mine and went on to the next person."

For many students, especially women, Oster's reputation preceded him because older female students warned them about his behavior before they took his class. This was the case for Charlotte Cahillane '19.5, who said that she went into Oster's class on alert because of what she had been told. Still, Cahillane said she believed she would have been uncomfortable in Oster's class regardless of any preconceived notions she brought with her.

"I've heard he might not have this anymore, but he used to just carry around this golf club and just stand behind students with it over his shoulders, waving it around, sort of wielding it in a way that made you feel moderately threatened at the same time that you felt confused. Why would you have a golf club in a chemistry lab? There's so many breakable objects, people break objects without golf clubs, you don't need a golf club in there," she said. "In general, he doesn't make me feel comfortable as a professor. I wouldn't want to be alone with him in a room talking about chemistry. Especially with the door closed. Not because I think he's going to do something, but because I know I would not feel 100 percent in control."

Other students cited their frustration that Oster's bias also seemed to extend into his grading as well.

"You could take two lab reports that basically have the same things written on them, almost always the guy will get a higher score than the girl," Maggie Phillips '19 said. "It feels like he's always standing over the women to make sure they know what they're doing but lets the guys do their own thing."

Phillips said she worries about the impact that Oster's attitude toward women has on her fellow students.

"I think that a lot of people know that he's outrageous and don't take him seriously, but when you're watching women and students of color be treated differently, you're subconsciously going to think that they're dumber or more inept," she said. "I've noticed in my upper level classes that I've been talked down to by my male classmates and I wonder how much of that has been learned by seeing faculty members treat women and people of color differently. And I would almost argue that's more damaging."

Cluss said that he cannot speak to specific personnel issues, and he pointed out that different students have different experiences in the same classes. He also reiterated the department's commitment to making their classes welcoming spaces for all students.

"There are a range of student opinions about faculty. That said, we want all students to feel that they're welcome in a class and that they're treated fairly. That's really critical. We're more committed to that than ever," he said. "If there are students that feel that certain students were favored or certain students were marginalized, that's never a good thing. And that needs to be attended to."

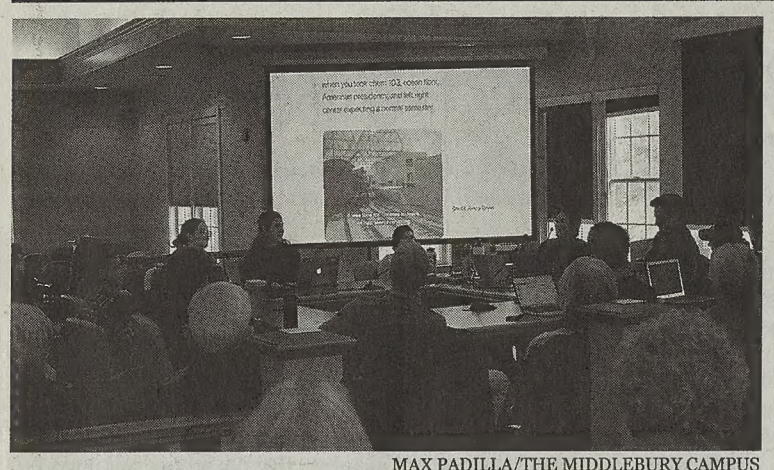
Oster did not respond to the The Campus' request for comment.

All of the students interviewed for this article who mentioned they had issues with Oster said that they left comments in their course response forms at the end of the semester that reflected their negative experiences with Oster, but that nothing seemed to change.

Course response forms can be viewed by the professor who taught the course, the chair of the department, and the dean of faculty, as well as by the the Promotions and Re-appointments Committees for any faculty member under review.

"Course response forms are intended to provide students with an opportunity to give feedback — positive and negative — on their experience in a course," Dean of Faculty Andi Lloyd told The Campus, adding that the forms did not originate as a way

Continued on Page 4



MAX PADILLA/THE MIDDLEBURY CAMPUS

Students lead the weekly politics luncheon in the RAJ.

Dickinson Hands off Weekly Politics Lunches to Students

By NICOLE POLLACK
Senior Writer

Just minutes after Professor of Political Science Matthew Dickinson announced his decision to take a hiatus from his weekly politics luncheons, a group of students who regularly attend the lunches created a group message with the aim to continue them in his stead.

The luncheons, which occur every Tuesday in the Robert A. Jones '59 House, serve as public forums for discussing recent political events in the United States that may also connect to the Middlebury community. Middlebury students and "older students," as Dickinson has dubbed community members who attend the luncheon, have a diverse range of viewpoints about the topics, which range from controversies in Congress, to race relations, to the Trump presidency.

"The college is having a discussion on academic freedom in the classroom," Dickinson told The Campus, regarding his decision to allow students to take over the luncheon during his hiatus.

This week, seasoned luncheon attendees Maggie Joseph '20 and Abbott LaPrade '21 gave a presentation entitled "Uncle Joe and the Impending Resignation of SGA."

"I think it's a really great place to engage in current news topics," LaPrade said. "Overall, Dickinson has done a really good of job of making sure all views are welcome and challenged.

Joseph began by summarizing the SGA's "Thirteen Proposals for Community Healing," a list sent to administrators and the entire student body outlining various structural demands to college policy. Two students came with prepared statements articulating opposing arguments.

Molly Gallagher '22 said that SGA's proposals are representative of student concerns and that some of the proposals are culminations of long-term student considerations. Nate Blumenthal '21.5 voiced concerns about the third demand, which requires organizations or departments that invite speakers to complete a "due diligence form" to determine if the "speaker's beliefs align with Middlebury's community standards."

LaPrade then examined former Vice President Joe Biden's recent entrance into the 2020 presidential race, his third time running for the presidency. LaPrade analyzed the age divide among support for Biden, with far more support coming from older voters than younger voters. When one student in the room questioned the ambiguity of Biden's platform, former Governor of Vermont Jim Douglas, who was in attendance at the luncheon, responded that Biden's campaign is based in electability.

The luncheons provide an opportunity to bridge the generational gap between college students and the older students.

"We're there to provide an important space for discussion and the broader community who attends these luncheons," said Joseph. "If there's anything that these past two weeks have shown, it's that students want to engage in tough conversations and do want a space to air their opinions. It's a great place for mutual understanding."

The student-led luncheon left more room for discussion, whereas Dickinson — an expert on the presidency, Congress, and presidential decision making — often lectures for a bit longer. He prepares for the luncheons the same way he does a class, researching the topics and putting together a slideshow.

"Having it conducted by peers made it feel a bit more like a conversation than Dickinson's typical lecture-style situation," said Abigail Judge '21, an attendee who frequents the politics luncheons, in an email to The Campus. "I also think that there was a fun dynamic between the more elderly lunch-goers and the students today, which was cool to observe — the questions and conversations after the more formal lecture of information and charts felt really engaged among [and] between the different demographics, which I really appreciated."

Dickinson is unsure if he will continue the politics luncheons next year, but believes they create a valuable space to engage with a wide array of opinions.

"The luncheons are an opportunity to educate students of all ages about politics," he said. "The idea is not to tell them what to think but instead to give them the tools and a forum for making up their own minds. The luncheons provide a safe space where students with different views can engage civilly, knowing they won't be criticized for holding a particular viewpoint, even if it is unpopular with some — perhaps even most — people."

Student Campaign Assesses Food Waste

By CECELIA SCHEUER
Contributing Writer

There's something about dumping leftover food on dining hall carousels and watching it slide out of sight that just makes it seem to disappear. A new student-led initiative, sponsored by the SGA Environmental Affairs Committee, is trying to change that by assessing and publicizing data about quantities of food waste that students left behind in Proctor Dining Hall last week. From Monday through Friday, Middlebury dining staff weighed all uneaten food at the end of each lunch period and reported the results back to students Ryan Guttheil '22 and Jiaqi Li '22, the forces behind this year's Weigh the Waste campaign.

The project, sponsored by SGA's Environmental Affairs Committee, originally started in 2013 by Cailey Cron '13.5 and Molly Shane '13.5, is part of a broader effort in cooperation with dining to increase student awareness of food waste. According to an article published by The Campus in 2013, the college was reporting approximately 300 tons of food waste annually, but did not produce data on how much came from students who still had uneaten food on their plates. In the first collection, the campaign found nearly 140 pounds of edible waste in Proctor Dining and 160 pounds in Ross.

Guttheil first proposed a revival of the campaign to Head of Dining Operations, Dan Detora, in Winter Term, after growing tired of seeing students who simply "weren't hungry anymore" continue to throw away uneaten food.

"Food waste has always been something that bothered me because it is so avoidable," Guttheil said.

Detora, who agreed to handle logistics, left the design of the campaign primarily up to Guttheil and Li. They then emailed Head of Proctor Dan Boise to devise a way in which to make excess food waste more visible to the student body.

To better discern how much edible waste students are responsible for, they agreed to weigh all excess food coming into the conveyor belt at the end of each lunch period, beginning on Monday, April 15. On the first day, they reported a total of 106 pounds of waste. Before dining staff weighed the waste on a scale, they put it through a pulper to extract excess water and break the components down to prepare the waste for composting.

While composting has promising environmental benefits of its own, composted materials still release greenhouse gases as they decompose. And the campaign organizers believe holding consumers responsible for their actions may better address the underlying causes of food waste, while composting might only ameliorate its environmental consequences after the fact.

"Even though we compost, it's a matter of not wasting the resources that have been put into making the food," Guttheil said. "It took a lot of water, a lot of sun energy and a lot of time energy for that food to be made only for it to go to waste."

Guttheil, Li and Detora discussed the manner in which to best increase visibility of student-generated waste at length. While the previous Weigh the Waste campaign put clear plastic buckets on display into which students dumped their waste, Guttheil said that Detora wanted this campaign to cultivate awareness of the community's contributions, rather than to "waste-shame" individual students.

Results showed a gradual decrease in the amount of excess food waste as the week progressed. Tuesday's data reported 119.5 pounds of waste, Wednesday saw 102 pounds, Thursday saw 92.5 pounds and Friday saw 63 pounds. It is unclear, however, how much of this decline can be attributed to student initiative, as Guttheil pointed out that dining was processing a lot more volume than usual that week due to the influx of prospective students during Preview Days.

"We would have liked the numbers to go down in a way that was more clear," Guttheil said. "Unfortunately, there was not as much of a behavioral change as we had hoped, but the goal was mainly to bring awareness to the issue."

To balance out the quantitative weight of the campaign, members of the Environmental Affairs Committee and the Green New Deal Town Hall tabled outside Proctor all week to discuss the results and their potential implications. After each day, Guttheil printed signs of the results to hang outside Proctor to encourage students to aim for better results the next day.

Gutheil said that even slight changes to our eating habits, such as "taking less food on your first trip in, or making sure that you are actually going to eat what you take," could have substantial economic, environmental and community benefits. For next year's Weigh the Waste campaign, Li and Guttheil hope to implement a sort of friendly "competition" between Proctor and Ross to increase incentive.

The results of this year's project can be accessed in more detail at go/weighthewaste.

Student Activists Hold Solidarity Rally

By GIGI HOGAN
Staff Writer

In the wake of the controversy stirred by Ryszard Legutko's visit to campus two weeks ago, members of the Middlebury community gathered in Mead Chapel to support marginalized groups. The small crowd that gathered on Friday evening included members of the college's faculty and student body alike, many proudly waving rainbow flags and sporting attire celebrating queer identities.

The college's Queer and Trans People of Color organized the rally in response to discussions that have taken place on campus after Legutko's talk, the troubling question about Nazi gas chambers on a recent chemistry exam and the slave ship joke a professor used to introduce a presentation. Originally meant to be a march from the Queer Studies house concluding with an open mic just outside of Wilson Hall, the event was moved indoors due to inclement weather.

"We want to be very intentional about elevating marginal identities in this space," said one of the organizers in his opening statements at the rally. The speakers have asked to remain anonymous.

According to the description in the Facebook event, the goal of the rally was to "be both visible and construct community," aiming to "build bridges across different marginalized groups given that the LGBTQ+ community was not the only one affected by Legutko's rhetoric."

Many attendees came prepared with speeches or poetry that voiced their outrage with administrative decisions surrounding Legutko and disregard for marginalization that takes place within the student body, while others were moved to speak by the palpable emotion that permeated the Chapel.

"I am not disappointed by these events, because that would mean I had hope to begin with," an attendee said.

A few students shared letters they had written to members of the administration or faculty that had gone unsent for various reasons.

"Theodore Roosevelt, a distant cousin and friend to Alexander Hamilton, once said, 'to educate a human in mind and not in morals is to educate a menace to society.' Poli Sci, you need to be better," one letter said.

Many speakers addressed issues of class disparity, mental health and accessibility that are often left out of activist dialogue on campus. One student shared frustrations at watching wealthy and upper-middle class activists speak over their mid to lower-class peers, while another discussed the inherent ableism demonstrated in moving Legutko's talk from Bicentennial Hall to the Kirk Alumni Center.

"This event was set up to privilege not only people who could emotionally handle being at Legutko's talk, but also people who could physically make it to Legutko's talk," said one student.

The student added that they were frustrated by a lack of consideration for people who "for whatever cognitive or developmental reasons may have had a difficult experience trying to communicate and express their ideas in that setting."

Another speaker addressed the college's response to a recent chemistry test question that asked students to calculate a lethal dose of the gas used in Nazi gas chambers.

"Issuing administrative condemnation is not the same as supporting the Jewish community," the student said.

Feelings of exhaustion and discouragement at the seemingly never-ending fight for equality were voiced across the various identities in attendance. However, there was also a sense of hope in the simple fact that this group of people was gathered to stand in solidarity with each other.

"I hope to hear more, and more, and more of your voices, of our voices, here at Middlebury," said a faculty member in attendance.

For those that didn't want to share their thoughts in person, the organizers offered a google form allowing people to provide their opinions anonymously. One respondent expressed his hope for Middlebury to become, "a place where people can learn to love themselves, every part of themselves, fully."

Student Panel Talks Campus Climate Post-Legutko

Continued from Page 3

a school of 2,600 hundred is a bigger platform than the European Parliament is over-inflating our value," she argued.

Political Science professor Keegan Callanan, director of the Hamilton Forum, has already invited Legutko to return next year. In light of their discussion and the atmosphere surrounding Legutko's first visit to campus, Boyle asked the panelists if they see academic value in Legutko's return, or if they view it as an attempt to prove some sort of point.

"There is something valuable in a speaker being controversial because you see a campus get mobilized," Lyons said of the invitation. "Most of us would have learned very little about this subject area on our own."

He went on to talk about how infrequently he thinks Middlebury students encounter homophobia, particularly in academic contexts, and how the events of the past few weeks have contributed to his knowledge of gender politics in Eastern Europe. "My defense of gay marriage was not as well-founded last week as it is this week. I've developed it more because I've seen a countervailing force."

Vedock pushed back against the suggestion that homophobia is not prevalent at Middlebury. She addressed the cost of mobilization, including threats against protesters and unwanted attention from right-wing media. She also mentioned personally experiencing homophobia and knowing of others who had, and disagreed with Lyons' claim that academic spaces lack critical engagement with homophobia.

"I think there are a lot of classroom environments where homophobia is engaged and critiqued and talked about as a social phenomenon — I'm thinking of the entire Gender, Sexuality and Feminist studies department," Vedock said.

Duras agreed, and called attention to the experiences of marginalized groups at Middlebury. "Just because you have not been present in these conversations up until now doesn't mean they haven't been happening," she said. "People seem very secure in their view that Middlebury is a pleasant liberal bubble, but that is untrue for a lot of people on this campus."

The format of the panel was modeled after the Engaged Listening Project, and panelists used techniques to engage in respectful debate across ideological differences. In an editorial in The Campus, director of the Project Sarah Stroup praised Boyle and the panelists. "Thanks for showing us how we can confront our differences while treating each other with respect," she said.

Gary Winslett, an assistant professor of political science, was in the audience of the panel, and was impressed by the students and their discussion.

"I thought the students on the panel were thoughtful, articulate and gracious. They reflected well on themselves and on Middlebury College," he observed.

"There are some external media sources that seem to want to caricature Middlebury students as aggressively intolerant and uninterested in engaging with diverse viewpoints; I wish they had seen this panel," he added. "If they had, they would have seen Middlebury College students engaging in the exact kind of vigorous but respectful disagreement that is one of the hallmarks of higher education."

FEMALE STUDENTS REPORT DISCOMFORT IN STEM DEPTS.

Continued from Page 3

for students to report serious concerns or problematic behavior, nor are they used that way now.

"That's not to say that there would not be follow up on something reported in a course response form, but, depending on the situation, there might be better or more effective ways for someone to raise a concern," she said.

Lloyd recommended department chairs, program directors, advisors, Commons faculty heads and Commons deans as good options for students to report a specific concern. However, many students said they did not have a clear idea of who they should approach with these concerns while they were in Oster's class.

Several also mentioned their complaints to other professors, but were unsure what other options were open to them.

"I talked to faculty members about him but I didn't know I could do more than that other than complain about him on my course response forms and talk to my advisor," Phillips said. "When I would bring it up to faculty they would say I know, this is a problem, we're addressing it. But then nothing would really happen."

Kayla echoed this, saying that the faculty she spoke with also seemed aware of the issue.

"All of them said that this was a known problem in this department and that they also did not like the way this professor carried himself around, but it didn't seem like there was any foreseeable way to have him do something to change," she said.

Despite the negative experiences that students have with aspects of the STEM program, they cautioned against the assumption that STEM classes are the only academic spaces on campus with a bias problem.

"I actually don't think that BiHall is the worst on this campus by any means. I think that it gets a lot of publicity because people expect to see it there and I think that's also problematic," Hemond said. "I think that BiHall is a microcosm of this campus as a whole."

Kayla agreed.

"There's always micro-aggressions everywhere," she said. "That's not unique to STEM, that happens everywhere."

Upcoming Changes, Ongoing Conversations

In light of recent events, Cluss said his department has been engaged in a lot of conversations about how to respond to recent issues.

"There's a lot that's been happening in a very short period of time at a very busy time of the year," he said. "I feel like we're doing everything we can right now, and we need to. This is a very important issue."

The week after the all-school email about the offensive chemistry test question, the faculty held a meeting to gather feedback from their majors. Phillips, who is a Chemistry and Dance double major, was one of the students at that meeting, and decided to organize a sensitivity training for chemistry professors through her connections in the dance department.

"I went to talk to dance professors Lida Winfield and Crystal Brown to ask if they could potentially do a training with all the science faculty and students who would be interested and they said yes, and that they had actually been doing a bias training with all of the Addison County elementary school students and we could do the same thing for the science faculty," she said. "I think a lot of faculty are open and wanting to make a difference but they just don't know how. And I think a lot of faculty are busy and it doesn't seem important."

The training was set to occur on Wednesday, May 1, after the print deadline for this article.

The STEM Pedagogy Group, a group of about 60 STEM faculty and staff who want to implement better and more inclusive teaching practices, also recently sent out a survey, which they had been working on for about a year and which they hope will help them get feedback from students.

Associate Laboratory Professor in Biology Susan DeSimone, a founder of the STEM Pedagogy Group, said that the goal of the survey is to collect accurate data about how students in STEM feel about their classes.

"Our conversation over the semester last spring made us realize that one of the things we really needed was to understand how our students perceive our environments," she said.

DeSimone said the survey was sent to the roughly 1,800 students who took a STEM class during this academic year on April 24.

"The goal is to collect data to address the question and not presume that we know what is or isn't happening in our students' experiences," she said. "One of the things the group really wants to do is to create more inclusive pedagogies and more inclusive spaces, and so this survey could be used for us to develop practices to potentially look for grant funding to do that."

Cluss said these new discussion come in a long line of cultural shifts he has observed in the community since he has been here.

"This is a very different place than it was even five years ago," he said. "I think our community throughout is more diverse. I think everyone's voice really needs to be heard and in some instances it almost takes a critical mass of people for that to happen and I think we're there in our community. And that's good, that's important."

"We have a heightened awareness of this now," he said. "Sometimes you need to shine a very bright light on things but we're learning from it. This has been really, really hard for our community, but these are the times where we learn and grow, too."

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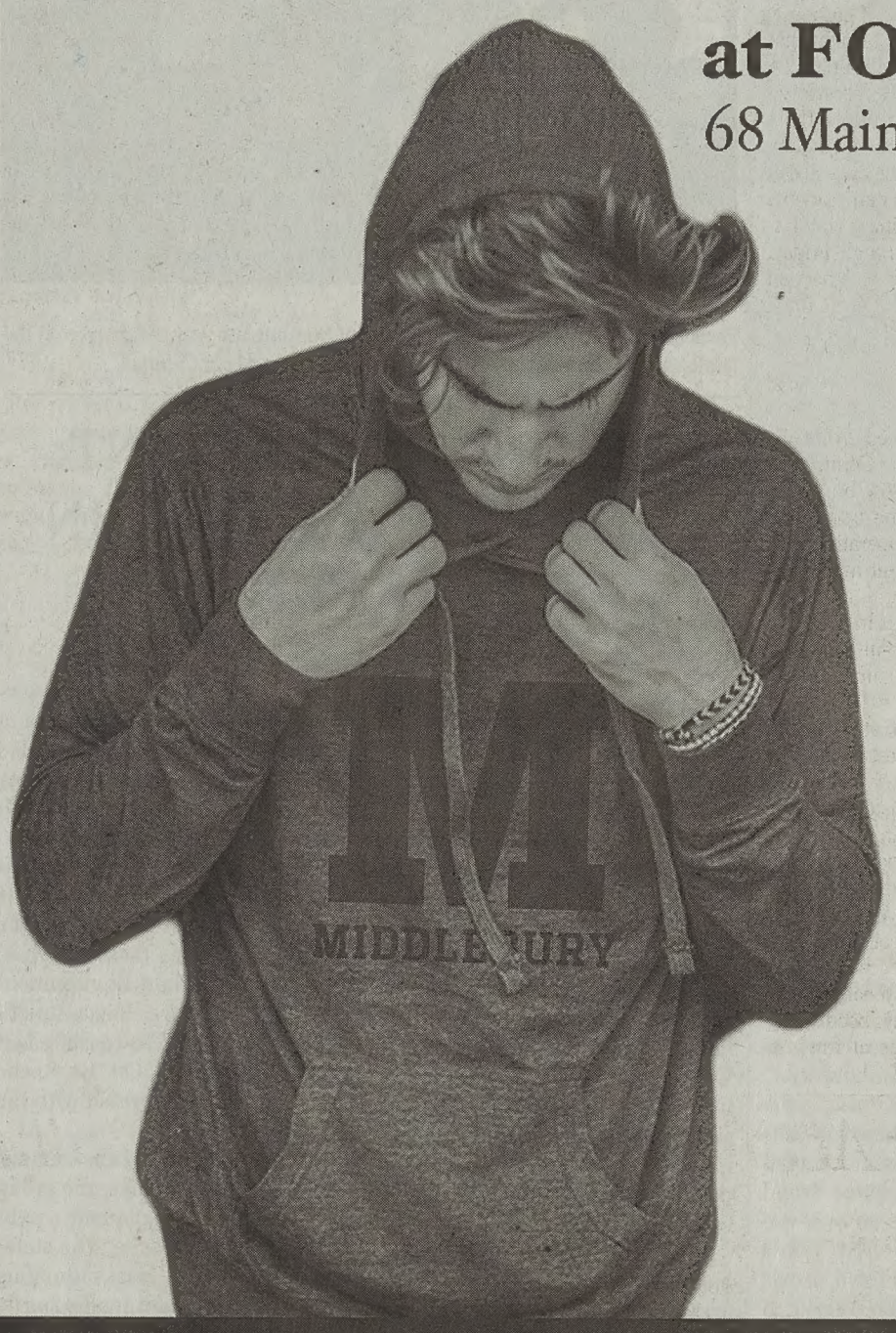

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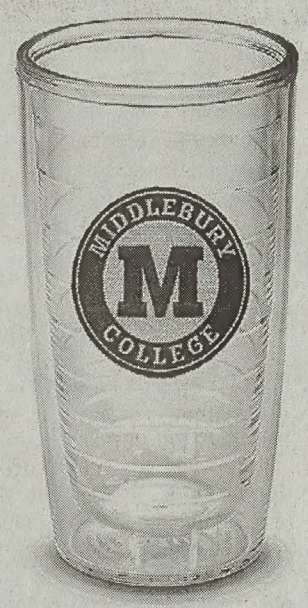

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A 45th Birthday Present for the Middlebury Farmers Market

By HATTIE LEFAVOUR
Local Editor

The beloved Middlebury Farmers Market turns 45 this summer, and it's sharing its birthday present with the whole community. Along with its usual array of locally sourced fruits, vegetables, baked goods and crafts, this year the market is vying to serve as more than just the best source for fresh baked bread and in-season berries. Starting with its grand opening for the outdoor summer season on Saturday, May 11 at the VFW Post on Exchange Street, it will also be teaming up with local organizations, non-profits, musicians and new vendors in an effort to connect every corner of the community.

CAMPUS FILE PHOTO/BENJY RENTON

The Middlebury Farmers Market on a sunny day last spring.

"Our theme for this year is to make the market a destination," said Middlebury Farmers Market President Elisabeth Woronzoff. "The whole purpose of the farmers market is to provide a positive investment for the community."

Although the Middlebury Farmers Market operates year-round, the indoor winter market usually sees 10 to 12 vendors and offers mainly dairy, meat, eggs and wool. In the summer, the number of vendors swells to between 30 and 40 as it continues to offer winter items while adding fresh produce, plants and flowers among a growing list of other locally produced goods.

Right beside these vendors will be booths set up for area non-profit organizations to raise awareness for their causes and connect with Middlebury residents. The market is also starting a new initiative with the Ilsley Public Library, which plans to set up a booth allowing shoppers to check out and return books on site. The books offered will all pertain to the market, including subjects like gardening, the food industry, food waste and healthy recipes.

"What this demonstrates is the versatility of the market," Woronzoff said. "The Middlebury Farmers Market is small but nimble, so we can adapt and try new things."

New vendors will also enter the scene for the upcoming summer, including Green & Gold CSA, a community agricultural program that will serve as the market's only 100% organic produce vendor. The market will also welcome Triple K Farm for meats, honeys and syrups, as well as Marguerite's Flower Garden and herbal remedies producer Breathing in Wellness.

The market is working on initiatives to reduce food waste and increase composting as well. "It's super cool," Woronzoff said. "I'm excited about it."

Despite these shiny new additions, the market's foundation is still grounded in its long-term vendors. The oldest returning farmer is Joan Cook of South Hardscrabble Farm in Bristol, who has sold vegetables, berries, sweet corn and baked goods at the Middlebury Farmers Market for over 30 years. Sharon Kerwin of Orange Cat Soaps in Cornwall and Violet LaFountain of Ledge Hill Farm in Weybridge have both also sold at the market for over 15 years.

"They're so committed to contributing positively through food or culture to the local economy," said Woronzoff of these vendors.

CAMPUS FILE PHOTO/BENJY RENTON

Decadent cinnamon buns for sale at the Middlebury Farmers Market.

"They are awesome, awesome members of the farmers market community."

The market is also planning to continue its tradition of live music, which plays from open to close, beginning with local musician PapaGreyBeard who will appear at the grand opening. Another musician who will be featured later in the season is Middlebury College student Aidan O'Brien '20, who began playing guitar and singing for the farmers market in fall 2018.

"I love it," said O'Brien. "I like that it's really relaxed." He will be performing at the upcoming summer market on June 15 and July 27, and he's looking forward to doing farmers market shows again. "I think they're good for working out new originals and covers I haven't tried before because I get to play for the whole time the market's going on," he said, adding that he also likes them because vendors will sometimes give him free vegetables.

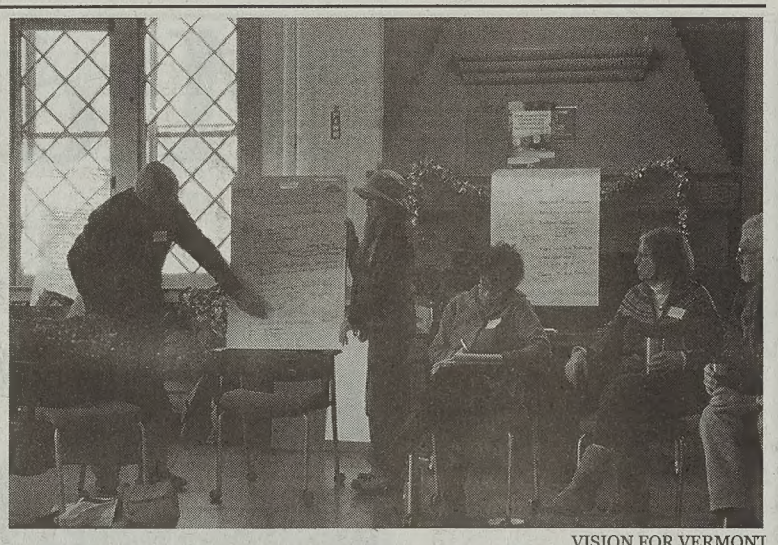
Market tradition will continue this year with the annual celebration of Dairy Day, to be scheduled for June, which is a Vermont initiative to honor dairy farmers and their products. Along with fundraisers and informative booths about the dairy industry, there will also be free samples of chocolate milk and other products.

The market has added two new celebrations as well, beginning with Red, White & Blue day around the Fourth of July. Later in the summer, the market will host First Responders Day, dedicated to honoring the efforts of first responders within the community.

Besides branching out for the market's 45th year, these new additions are also efforts to curtail the downward attendance trend that the market has seen over the last eight summers. Last year's move from its downtown-proximate location at Marble Works to the less walkable Exchange Street VFW Post hasn't helped.

"Some people aren't happy with it because it physically took the market out of the community," Woronzoff explained. "That's another reason we're really trying to make community involvement a huge piece this year – to kind of bridge that space."

Nonetheless, the Middlebury Farmers Market is resilient, and everyone is looking forward to the summer. "There's this sort of leisurely joy to the summer market," said Woronzoff, emphasizing her zeal for local food. "What can't you love about that?"



VISION FOR VERMONT

Participants in the First Vision for Vermont Summit last year collaborate on the Draft Vision Statement at Middlebury College's Bread Loaf Campus.

VISION FOR VERMONT: THE GREEN MOUNTAIN STATE'S FUTURE

By NORA PEACHIN
Staff Writer

Last September, 100 people from all over Vermont gathered at the Bread Loaf campus in Ripton to discuss their visions for their state's future. Activist Fran Putnam led the charge, with Middlebury College Economics Professor Jon Isham acting as a moderator for the event. Today, these Vermonters have formed Vision for Vermont, a grassroots group working "to try to help bridge the divisions that have come to the surface in our country and in Vermont in the last several years," according to their website.

Although the first meeting was held in 2018, Putnam dates the organization's origin back to the 2016 election. After Trump was elected, Putnam and several others from the Middlebury area participated in the Women's Marches in Montpelier and Washington, D.C.

They decided they wanted to continue this work to "move forward with turning this country [into] what we want to see rather than how divisive it [was] and still is." So, they formed "Huddlebury," a group that has met every two to three weeks since January of 2017. The group has been "trying to find ways to move forward, both locally and regionally," Putnam said.

Huddlebury members began by reading climate activist Naomi Klein's book "No Is Not Enough." In it, Klein encourages Americans to have a particular vision rather than simply saying 'no' to everything. "That book was very inspirational to us," Putnam explained.

Next, the group read George Lakey's "Viking Economics" and attended several of his lectures in March of 2018. In April, Middlebury College Food Studies Professor Molly Anderson invited Lakey to campus to speak. Lakey described Nordic countries' visions and how they were able to transform their governments and societies.

Putnam and her cohort asked themselves, "How can we do this in Vermont?" and decided on a vision summit, inviting people from all over the state to come together last September at Bread Loaf.

Isham became involved through, as he described, a serendipitous moment: he ran into Putnam and Anderson early last summer at the Natural Foods Co-Op. When they mentioned they were looking for a facilitator for a summit in September, Isham volunteered himself.

Isham has kept up with the groups since September and has "loved following their progress." Through the fall, he worked with Putnam on developing a project for his Environmental Studies senior seminar class.

Over the course of the spring semester, Isham's class has been working on a podcast for the Vision for Vermont website. Students have interviewed Vision for Vermont members and other Vermonters, including teachers, farmers, indigenous people and people of color.

Isham emphasized the importance of students looking at people a generation before them who were trying to affect change. "It's helpful to see what worked for them, what didn't, what their frustrations were, what they wish they had done differently," he said.

One goal of the students' project has been bringing more diversity to Vision for Vermont. The senior seminar is "trying to reach different demographics ... to learn from these folks," Isham stated.

Putnam expressed gratitude for the students' work. "We're trying to reach out to people whose voices are often not heard ... we want to talk to people feeling disgruntled or angry, or that no one is listening to them, or that their voice doesn't count," Putnam said.

In addition to his senior seminar class, various other students have worked with Putnam on the project, including those involved in the Sunday Night Environmental Group (SNEG); Bayu Zulkifli '21 designed the website while Leif Taranta '20.5 and Cat La Roche '21 have also collaborated with the group.

Over the course of the summit and following meetings, the group drafted a vision statement, published on their website. The statement addresses issues ranging from healthcare and food security to affordable housing and a strong and fair economy. It imagines "a future where Vermonters care for each other, their communities, and the earth; where the issues that matter to all of us are resolved in a way that protects our environment and combats further climate change; and where access to health care, and economic, racial and gender equity are assured for everyone."

Putnam discussed the importance of the positivity and optimism of the group and vision statement. "The news is so bad every day ... if I can get a group of people together moving forward and looking ahead to something more positive, it makes me and everyone around me feel better," she said.

> ***"... we want big changes, not little actions."***

"Social change is [a] hard thing to steer, to understand and to manage," Isham said. He believes starting with conversations is essential. "Think of churches in [the] civil rights movement, or college campuses in fights for women's liberation and gay rights."

La Roche believes people's ideal worlds are not so different between parties, and that the vision statement is getting at these universal core values. People want the same things, "they just disagree on the methods to get there."

Ultimately, the group hopes to finalize their vision statement and then start sharing it with politicians, activists and others. They plan to "meet with state representatives and senators, and perhaps organize a teach-in or rally," La Roche said. However, they are in no rush; project members are "just letting the vision statement come together," La Roche added.

"When enough people support [the vision], you can take it to the government and show them we want big changes, not little actions," Putnam explained. "We're not exactly sure where it's going to end up, we're just going to see how far we can go with it."

Next on the group's agenda is a gathering with George Lakey on May 9, followed by a second summit on Sept. 14. Students are welcome to attend both, Putnam emphasized.

"It's easy to get caught up on individual issues," La Roche concluded, so "to have in your mind what the future you would like to live in looks like is really useful." The vision statement transcends the challenges of the present and looks towards an idealistic future.

Middlebury Panthers Coach Aspiring Young Athletes

By ZEKE HODKIN
Contributing Writer

Every Monday this past April, the Middlebury men's and women's lacrosse teams have hosted local youth at lacrosse clinics. Guided by head women's lacrosse coach Kate Livesay and her staff, student athletes on both teams have taught dozens of kids in the Panther Lacrosse Clinic.

Coach Livesay, who grew up in Middlebury, took over the program upon her return to Middlebury in 2014 after having spent time coaching at Trinity College. Livesay has partnered with the Town of Middlebury's Parks and Recreation Department, locally known as the "Rec Park," to promote the clinics. Both Middlebury and non-Middlebury residents from first through third grade are eligible to play, and the participation fee is donated to the Rec Park's scholarship fund for low-income youth to participate in similar programming.

According to Livesay, the program hopes to foster a positive relationship between the local community and lacrosse, which, in Middlebury, begins as an organized sport in the third grade. "We really want it to be a positive experience and a great first exposure to lacrosse," she said, adding that "lacrosse is a hard sport for little kids."

Each week, a group of about six players from each college team has joined the aspiring young athletes inside Virtue Field House. The student participants vary weekly and all of their efforts are voluntary, but Livesay sees their roles as vital and is extremely grateful for their participation. "It's really important that the kids have a college counterpart to look up to," she said.

While Livesay secures the space and equipment, the players are the ones leading kids through passing and catching, dodging and shooting drills. "It is awesome to watch them grow and improve over the years, always with a smile on their face," said captain Sara DiCenso '19, who has coached the clinic during each of her four years with the program.

Describing varsity practice at the college as a challenging and tiring two hours, Livesay said the program helps to remind her athletes that "practice is fun and should be a learning process," and provides her players with, "a nice time to have a little perspective on your own experience." DiCenso agreed with Livesay, contending the program is refreshing and even relieves a bit of her team's stress.

The Middlebury College baseball team has also hosted young athletes on Monday afternoons this April for a similar clinic. On the other end of the field house, inside the batting cages and across the indoor track, members of the team have pitched, batted and fielded balls with local kids.

The baseball team had hosted intermittent clinics in the past, but this spring they developed a weekly program with the Middlebury Area Little League, which provides a competitive youth baseball experience for families in Addison County.

Middlebury College Baseball Coach Mike Leonard echoed Livesay's opinions on the role of the clinics in community building and program enhancement. "Our partnership with youth baseball in the area has been something I have worked hard to foster and I think it's been a great program for both the youth players involved but also for the members of our team," Leonard said. "The Middlebury College baseball players have done an outstanding job working with the youth players and have embraced their role as mentors as well as coaches."

Patty Ross, the Athletic Department's coordinator for student-ath-

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A Signature Away From Permanent Change to Indigenous Peoples' Day

By ANNA WOOD
Contributing Writer

Columbus Day may soon become Indigenous Peoples' Day in Vermont, thanks to a bill (S.68) passed by the Senate on April 17. The bill was met with resounding approval, and will become a permanent change once it receives Gov. Phil Scott's signature.

For several years, Scott has signed the executive proclamation changing the holiday's name, just for the day. Former Gov. Peter Shumlin also supported the measure from 2016 to 2018. This year's legislative action, however, will enforce the change as state law.

Several other states are in the process of renaming Columbus Day to Indigenous Peoples' Day, including Alaska, South Dakota, Oregon, Minnesota and Hawaii. New Mexico and Maine recently established the switch in official state law. Among cities and towns, popular opinion is leading to similar change on a local scale.

John Moody, an active member of the Abenaki community in Hartford, Vermont, noted the amount of support from the state government and residents in renaming the holiday.

"This came from the governor's office and general consensus. The Hartford town vote was 55 percent to 45 percent in favor," Moody said. "The process in town was remarkably civil and quiet considering the continued carnage in nearby New Hampshire over the same issue," Moody said, citing the fact that at least half of Hartford's population identifies as Native American as a possible reason for this civility.

Led by Republican Governor Chris Sununu, New Hampshire's Senate rejected the bill. Although the vote was a success in Vermont, there was a fair amount of opposition from 24 Vermont Republicans, who voted against the change.

Republican representative Scott Beck believes Indigenous Peoples' Day should be celebrated as a separate holiday. "Columbus is one of the great discoverers of all time. He is what really led Europeans over here, he was a big part of that," Beck commented in an interview with VTDigger.

According to Middlebury College American Studies Professor William Hart, however, changing the name of a holiday, building or landmark doesn't affect the underlying history. Instead, it dismantles the European narrative, addressing repressed elements of history.

While changing the name of the holiday can't change the "five-hundred-year history of disease, enslavement, displacement and conquest," explained Hart, what it can do is "de-center the story; it takes away from reaffirming Columbus as the [only] history in the Americans and in the West."

Columbus Day was initially observed with church, festivals and feasts before becoming a national calendar holiday in 1937 and currently represents a symbol of American national identity for some. However, what Columbus Day fails to address is how, for the first 200 years of early U.S. history, European settlers were not only the minority among those Native peoples already living there — but the European settlers were also guilty of mass genocide and colonization of those peoples.

"Our governing institutions, Constitution and principles of liberty come from Great Britain, so that is the link that Americans make to their past and to their heritage," Hart said. "That is the story that gets amplified and centered in this pageant of American history. Changing Columbus Day to Native Peoples' Day or Indigenous Peoples' Day is a way of embarking on this vast early American perspective."

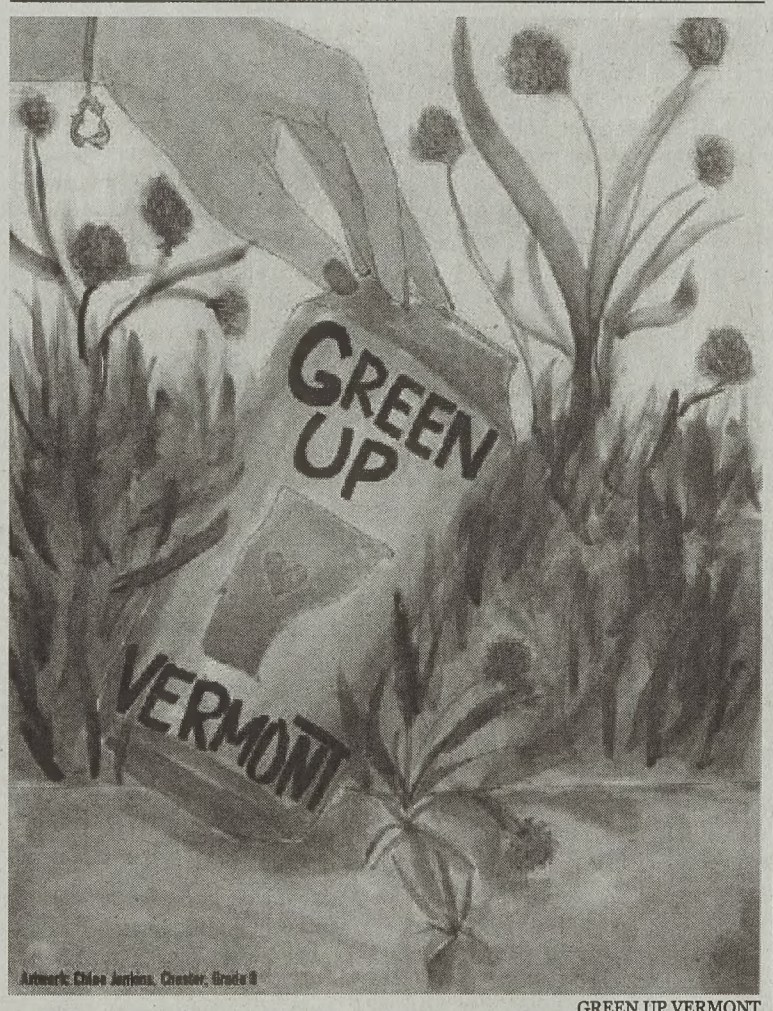
According to Hart, making this change would contribute to a de-centering of Europeans and a re-centering of Native peoples, forcing us to consider who lived here and "made this history possible."

"Enslaved Africans play a central role in this America as well. Without enslaved labour, this nation would not have been able to build itself as it did from 1600 to 1790," he said.

By reframing the historical narrative, this change contributes to a movement among early American scholars, who are shifting their ways of teaching and understanding American history. The change helps bring non-Europeans to the forefront of American Studies, so that they are no longer an alternative topic, tangential to the European narrative.

"I think curriculum changes are already beginning here at Middlebury; you see lots of changes that address the diversity of the U.S. culture, literally, historically, and so forth," he said, bringing the broader cultural shift in education to a more local context.

"Now it's changing," Moody said. According to Moody, people with indigenous blood are engaging with their Native American heritage and connecting across societies. "Vermont seems like the whitest state in the union," he said. "But there's a tremendous amount of people with native blood."



GREEN UP VERMONT

Artwork by Chloe Jenkins, Grade 8 of Chester, VT, winner of the Green Up Day 2019 Poster Design Contest.

Mark your calenders for this weekend for Green Up Day 2019! In the spirit of spring cleaning, every first Saturday of May since 1969 thousands of Vermonters participate in a statewide campaign of roadside litter pick up. This Saturday, May 4 marks Vermont's 49th Green Up Day. To learn more about the story behind the day and about how to get involved visit greenupvermont.org.

COURTESY PHOTO/DAVID COHEN

Members of MFD and MREMS, stabilize and extricate an "underride" during an advanced extrication class taught by members of Middlebury EMS Heavy Rescue Team as part of the Addison County Fire School.

First Responders: Middlebury Students Take to Local EMS and Fire

By BENJAMIN GLASS
Local Editor

It was mid-afternoon when David Cohen '20 got the call. Two automobiles on a Vermont state highway had collided head on. One of the victims was still pinned in the driver's seat, the car's dashboard compressed on her lower body.

"I got suited up into the extrication gear, and started to do a medical assessment on the victim," Cohen recalled. "She was talking to me and I was doing my best to calm her down, but there were people with big tools shouting at each other trying to cut metal apart. She was scared."

After assessing the victim for several minutes, Middlebury EMS cut through the vehicle's roof and lifted the driver up and out onto a stretcher. Cohen watched it all unfold: the ambulance quickly left for Porter Hospital, later transferring the victim by air to the University of Vermont Medical Center (UVMMC).

Cohen cites this story as his most memorable experience while working for the Heavy Rescue Team with the Ambulance Association in Middlebury. Raised in Princeton, New Jersey, Cohen worked with Princeton EMS during his time in high school. Now a junior at Middlebury, studying mathematics and physics, he volunteers his time for emergency services in town.

Cohen's experiences are paralleled by those of a handful of other Middlebury students, who most commonly work shifts as first responders for Middlebury EMS and fire. Since 1970, the town of Middlebury has operated its own emergency medical response service, originally manning a single ambulance under the Middlebury Volunteer Ambulance Association (MVAA). Now, Middlebury Regional Emergency & Medical Services (MREMS) operates multiple ambulances and relies on upwards of 40 volunteers to operate their station off of South Street Since 1808, Middlebury has also maintained a local fire department under the Battell Hose Company. Until 1920, the organization had trouble recruiting and maintaining volunteers and other resources. Currently, Middlebury Fire relies on its 35 volunteers, and responds to emergencies across the county.

Liam Hahn '21.5 volunteers his Wednesday nights as an overnight-shift EMT, and often finds himself awake in the early hours of Thursday morning. Hahn shrugged when asked about his Wednesday night sleep schedule.

"Some nights, we don't get any calls," he said. "Other nights, I don't even touch my bunk." As part of a team typically comprised of two primary EMT's and a Middlebury student volunteer, Hahn has undergone extensive emergency training in order to respond to every call in the playbook, from a non-emergency patient transfer from Porter Hospital to UVMMC, to a homicide incident.

Hahn's emergency medical experience started before he came to Middlebury. In his home state of Colorado, Hahn worked for ski and mountain bike patrol at Steamboat Resort for two years, responding to skiing accidents and emergency situations on the 2,900-acre trail system. Having obtained his EMT certification before his first year at Middlebury, Hahn was already prepared for his experiences as a responder here.

"My experiences at Steamboat have taught me a lot about working with a team," Hahn said. "A lot of what we do [at Steamboat] relies very heavily on teamwork to get patients safely down the mountain. [Patrolling] has also taught me a lot of the little things that I can do to help either a Paramedic or an Advanced EMT so that they can focus on some of the more important interventions while I take care of [other tasks] within my scope of practice."

Halcyon Brown '21.5 is a volunteer firefighter at Middlebury Fire, and a member of their Technical Rescue Team.

"[Fire-fighting] crept into my mind, but I'm not really sure how it got there," said Brown. "My uncle was a volunteer firefighter when I was a kid, so maybe I was getting subliminal messaging from a young age."

Like all volunteers, Brown is on call 24/7, with a pager by her waist. When dispatch signals an incident, she needs to act quickly.

"I hear the tone, then run down the fire department. It's a quick turnaround: you need to get your gear and headset on, and catch a truck," she said. "It's cool because you don't really know where you're going to go, nor what and where it's going to be."

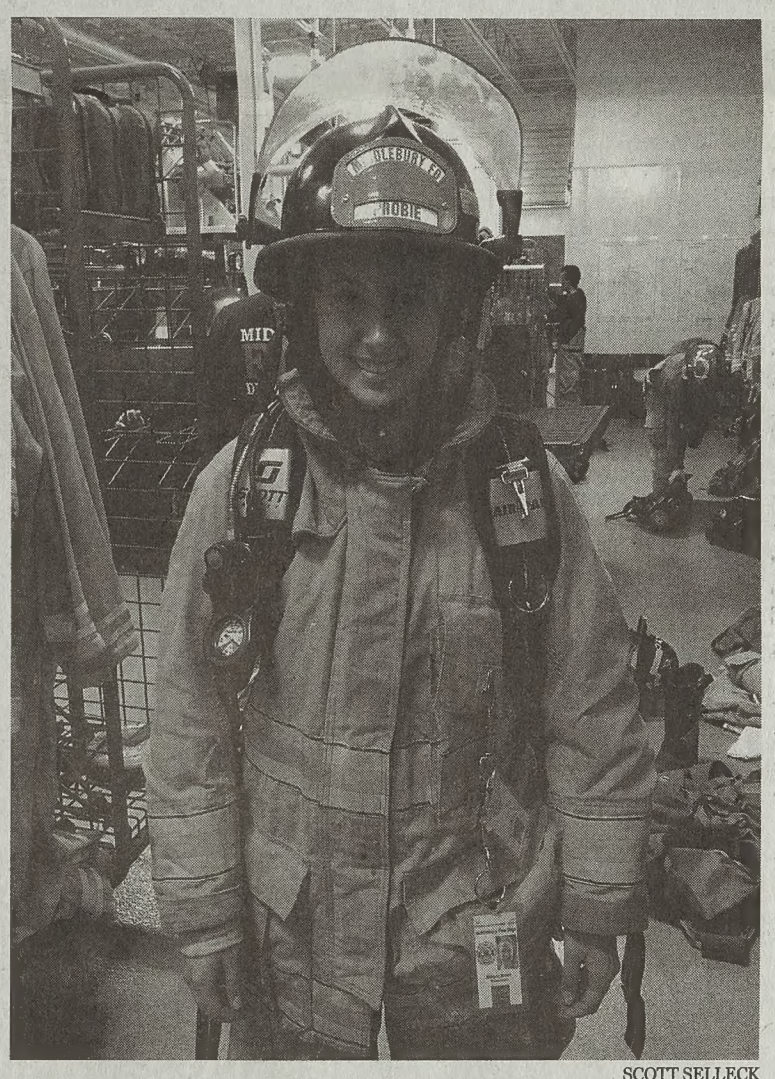
Brown also commented on the minutemen-style of preparedness that so many rural fire departments rely on. "Most volunteers have other jobs. One guy is a mailman, another drives a tow truck, another a fuel truck, and I know someone who does woodworking on the side," she said

For all student responders, emergency care ends when victims are brought to the hospital; it is not expected for first responders to cross paths with the patients again. For Cohen, the automobile collision victim was one of many routine faces he would never expect to see again.

On a non-emergency transfer call from UVM to a rehabilitation center in Addison County three weeks ago, Cohen noted something unique about the patient he was relocating.

"She mentioned she had been in a car crash, and her voice sounded familiar," he said. "I put it together that it was the same person [from the highway accident]. I wasn't expecting a positive outcome from the crash, but it was just awesome to talk to her, and to tell her I was the guy in the car. She didn't remember me at all, but to see her fully on the road to recovery was the highlight of my EMS career."

Cohen, Hahn and Brown plan to continue working for Middlebury EMS in their remaining time at Middlebury College. To learn more about Middlebury Fire and EMS, visit middlebury911.org and middleburyfiredept.org.



SCOTT SELLECK

Middlebury Fire Volunteer Halcyon Brown '21.5, suited up in her gear.

Lacrosse Clinics Bridge College & Town Athletic Communities

Continued from Page 6

lete engagement, shared the praise Leonard had for his players. Ross works with the Center for Community Engagement to involve student-athletes in countless hours of community service programming, and described their dedication to volunteering both in and out of season.

Ross highlighted the breadth of stand-out efforts teams take in their community engagement, mentioning in particular all the teams' continued dedication to hosting community suppers on Friday nights. On these teams' given night, they are responsible for purchasing all the groceries, cooking and serving a free supper to local Middlebury residents. For many guests, community suppers are their one hot meal of the week.

By dedicating their time to bridging the college and town communities, these Middlebury teams and coaches are hoping to foster positive relationships between aspiring athletes and their sports — and to enhance their own as well.

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Proc or Ross? Settling the Debate

By THE EDITORIAL BOARD

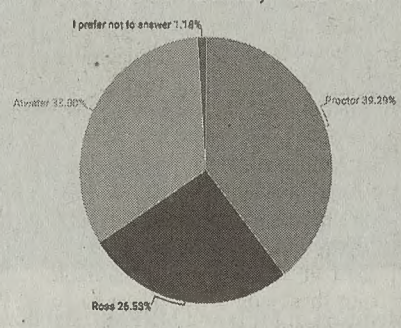
Middkids encounter many tough decisions throughout their time at the college: which courses to take, when to study, when to party, what career to pursue after graduation, etc. However, perhaps the most divisive and controversial decision students must make boils down to one simple question, asked daily between 4:30 and 8:30 p.m., Proctor or Ross?

As an editorial board, we are here to tell you that Proctor is the better dining hall. (We are definitely not biased by the fact that it's like a hundred feet from our office.) Proc has got it all, so if you're a Ross-er, go ahead and check your Ross privilege at the door and listen up.

First up: lines. Proctor conveniently has two lines serving the same dinner food while Ross's single line is so long that you need a new haircut and have to make another tuition payment by the time you finally get your food. The lengthy Ross queues also create an epidemic of line-cutting. Don't be one of those people. You aren't sneaky. We all see you.

Ross's layout feels more like a high school cafeteria than Proctor's. The long tables, the drab color scheme, the panini machines all the way at the back. It's just sad. Proctor has cozier — albeit stuffy — feel. (No joke, one of our editors has to bring her inhaler just to breathe there.) When you're in Proc and decide to go for a panini, it's easy-peasy-lemon-squeezy. In Ross? Difficult-difficult-lemon-difficult. Only once you assemble your materials and then walk the runway in between all of the sports teams, friend groups, classmates, and people you'd rather never see again do you finally make it to the panini press (and only two out of the four are EVER turned on?! What's up with that?). That's if you make it there without tragically stumbling and falling, causing a dish to crash to the floor and receiving thundering applause from your merciless peers.

"Ross is treacherous," said one



Proc prevails in Zeitgeist survey results.

member of the editorial board. We have confirmed reports of pizza-slips and coffee tumbles, of ice-water-dispenser-overflows and awkward run-ins. One of our own editors got physically squished between two varsity basketball players hugging on her very first day of college four years ago. That would never happen in Proctor.

Proctor has a versatility of seating arrangements that Ross just can't match. Because of its multiple seating options (circle tables, long tables, the booth room, the lounge if you're a Feb), Proctor is much more conducive to eating alone than Ross. When we want to get away from our friends for just a few minutes of solace over a meal or a coffee, Proc is the place to go.

Does upper Proc occasionally feel like you're inside one of those croissants you put in the toaster even though it says not to and is about to catch on fire? Yes. Does the women's soccer team have a permanent stranglehold on one of the circle tables? It appears so. (If you have any insight as to how we can get that setup as well, let us know.) Do you have to sleep there overnight to get a booth? Potentially.

You may say all of this is a bunch of baloney, but we actually have the data to back it up. According to Zeitgeist findings, students prefer Proctor (39.2%) compared to Ross (26.6%) and Atwater (33.0%). To those students that haven't hopped on the Proctor train yet, you don't know what you're missing. In the Proctor vs. Ross debate, there can only ever be one winner: Proc forever and always.

Preconceived Assumptions to Fight Against

By ANTON GALLEGOS

Every presentation is a representation of an identity I cling to. I am a first-generation college student. Every presentation is a performance, not just a chance to prove myself but a need, too. In college, I've experienced countless barriers as a first-generation student. I don't feel entitled to use school services. I am often scared of asking for help. I am never sure how to choose the right classes and I often feel like I don't have familial support.

In high school, giving presentations was something I was very comfortable with. I would always have a couple of notecards, practice once or twice and talk to my peers about whatever topics I was presenting on. Yet once I entered college, I became super aware of how different I was. The first time I gave a presentation, a very new thought came to mind: I was a first-generation student in front of a college classroom filled with students who came from schools with money, resources, and access to things that made it possible for them to give college-level presentations. In some way, my education was less than theirs and did not equip me to give college-level presentations. It has been in these moments that I've felt powerless and confused. Why did I subconsciously assume this bias about myself? Unfortunately, this bias is constantly reaffirmed at Middlebury.

It's reaffirmed during the first days of class when I already know how I compare to other students. It's reaffirmed when I hear students studied abroad before college, had tutors throughout elementary and high school, learned a foreign language and felt safe in their schools. Since my first class at Middlebury, I have been aware that I am different. So much so that before presentations I need to listen to empowering music from Filipino rappers that reaffirm that I belong and that my identity is within my control. I tell myself that "I am as equal to everyone else" as many times as I can in my head one minute before presenting. During the presentation, I avoid eye contact with everyone because I know that one look at someone and I automatically assume that I am significantly different and less capable. One look is all it takes to reaffirm the bias that I internalized about myself... that I am less.

It's a defeating experience because a small place in my mind was reminding me I was different, and as such I couldn't give it my all. This is hard because when you're a first-generation student, there are so many pressures to constantly give everything your all. At the end of the day, college can feel like an exhausting process that burns us all out. However, I don't plan on letting that stop me from fulfilling my dreams and my family's dreams. My brother will attend college soon and I want to help him during his college journey. Especially as we are part of a legacy of constantly fighting against a force that has repressed my family from progression. This fight is a struggle that I have inherited and will be a fight for generations to come.

Anton Gallegos is a member of the Middlebury College Class of 2021.

The Lookbook: Fishnets

By CLARK LEWIS

This week, I am featuring one of my favorite hosiery items. As someone who loves wearing skirts and dresses, I spend a lot of time wearing tights, leggings and knee high socks, especially during the winter. My favorite, however, are my fishnet tights. As a young 20-year-old heading off into the professional business world after college, I have tried to use my remaining time at Middlebury as an opportunity to wear typically unorthodox clothing. While fishnets definitely do not keep me warm in the Vermont winters, I enjoy the sense of edge and empowerment I feel when I wear them. My time at Middlebury has been full of controversial events and personal growth. I have had journeys exploring my sense of self, my womanhood and my Blackness in the context of this institution. I am leaving this campus more empowered and strong. So wearing fishnet tights has felt like one small way to wear my rebellion. It's been a subtle but bold means of self expression.

This past semester, there have been many events focused on body empowerment and celebration. I attended Behind the Vagina Monologues, Evolution and the BrASS Burlesque Show and each left me feeling reaffirmed within my body. Fishnets are typically associated with hypersexuality, promiscuity and deviance. I wanted to explore how nylons have managed to take on such a heavy connotation.

The origins of hosiery date back centuries. The earliest known pair were found in the tomb of a noble Egyptian women over two thousand years ago who more than likely used them for

warmth. A stark contrast to when fishnets became a popular choice for women during the Victorian era as a display of nobility. They have been used for style but also warmth as they've been made from animal skin, hair, silk and nylon. And, as technology has evolved, so have hosiery. Knitting, looming and modern day manufacturing have lead to what we know and love today. Fishnets, in particular, have been a stylistic choice for many for the past several decades. Movie stars, celebrities and sex workers have all donned the nylon versions of the past. Fishnets are thought to have been popularized by Parisian performers in the early 1900s before coming to the U.S. and becoming a part of flapper and pin-up culture starting in the 1920s.

I think it is because of these more modern uses specifically that the hosiery has been sexualized and symbolic of rebellious femininity. So, throughout their journey, from flappers to punk rockers to urban streets to me in Middlebury, VT, the trend has persisted and stylistically evolved. When I put on my fishnet tights to go to class, I am reminded of their long history and every type of person who wore them in the past, for whatever occasion.

Clark Lewis is a member of the Middlebury College Class of 2019.

Ask Tre: Professional Mental Health Care

By TRE STEPHENS

Dear Tre,

Therapy scares me because I don't want to be dependent on anyone, but I don't want to burden my friends either. How do I make myself start seeking professional mental health care?

-Anonymous

Dear Reader,

Thank you for submitting your question to me! Mental health and wellness on Middlebury's campus has proven to be a topic that many do not talk about. Why? Because we have not made the conversation of mental health a normalized topic on this campus, in our classrooms and in our culture.

You said that "therapy scares me because I don't want to be dependent on anyone." I want to tell you that your feelings are valid. How can someone expect you to just open up about your feelings to a stranger? What will your friends think of you after? Will this make you feel better? All the thoughts you are thinking are valid. You are valid. What I would encourage you to do is to find someone who you are really close to and ask them if you can share how you feel with them. I know it's scary, and it's probably something you don't want to do, but I honestly think that the first step in seeking help is just asking. Also, don't get me wrong, this could take days, weeks, months and even years to accomplish. I mean Rome wasn't built in a day, so why should you be expected to open up to someone in five minutes? However, the first step in seeking help is to just ask.

You also asked, "How do I make myself start seeking professional mental health care?" Well, you could start by admitting to yourself that you want to seek help. Unfortunately, I don't think this is something you can force on yourself. You have to want to make things better for yourself or else it will not feel productive. I also recommend that while you are figuring things out about seeking help, you should practice self care. Self care can mean many different things, not just face masks and snacks. Self care could mean 30 minutes of silence to yourself a day, 15 minutes of extra sleep a day, or 10 minutes of journal writing while listening to soothing music to reflect on your day. Whatever works the best is what you should do.

Now I will try to include my own experience, and I would like to remind readers that my experiences may not apply to all scenarios and that I am also learning and growing as I am giving advice as well.

During my time at Midd I have struggled with my own mental health time and time again because I thought that struggling with mental health automatically assumes that "something is wrong with me." I went to Parton's counseling center, and while the people there are really nice, they're sometimes not that helpful. With a counseling center that only has about 9 people staffing the office, it's hard to meet the needs of 2,561 students. I'm not dragging Parton for its lack of staff; I'm dragging Middlebury for its lack of awareness when it comes to the mental health of its students. We need to do better! I recommend that all students use the Parton counseling service because you don't have to be struggling with your mental health to use the service. Parton is here to offer resources for us and we should use them!

To my reader I recommend a few things for you to do:

Have a good conversation with yourself, and ask yourself what is it that you in particular want to work on? How do you you want to heal and what do you hope to gain from seeking counseling services?

Start to practice self care however you see fit. If you feel you need help with this and want to reach out to someone who will understand, I am more than willing to help.

Find a close friend that you feel comfortable sharing your story with.

Take advantage of the counseling services on campus and the after hours counseling services; I have included their numbers below.

802-443-5141 (Parton Counseling)

802-443-5141 (After-Hours Counseling)

Be honest with yourself through this process. No one is cured overnight; it takes time and patience to grow and get better. Take a deep breathe and just take things one step at a time.

As always I would like to thank my readers for viewing my column and please keep submitting your questions because there may be someone who has the same question as you!

Love,
Tre

Tre Stephens is a member of the Middlebury College class of 2021.

I Didn't Need to Engage with Legutko to Know Homophobia Exists — Did You?

By TAITE SHOMO

The past two weeks have been mentally, physically and emotionally exhausting. As one of the main organizers for the protest against Ryszard Legutko's visit to campus, and the person whose name is now splashed across the media coverage of the (non) incident, I have had very little time to focus on anything else. I imagine that many people across campus — students, faculty, and administration alike — have been feeling the same way.

I'm not interested in sympathy; I chose to dedicate my time and energy to what I believed to be a worthwhile and fulfilling cause. I don't want to debate whether or not I or others think Legutko should have been invited in the first place, or if he should have been allowed to speak in Matthew Dickinson's political science class or if he should come back. What I want to talk about is queerphobia, and specifically queerphobia at Middlebury (I want to acknowledge here that, for the sake of brevity, I am using 'queerphobia' as a kind of catch-all term for the various types of injury and marginalization that Queer members of the community face).

One of the resounding arguments in favor of attending Legutko's lecture and hearing him speak has been that it would allow students to challenge him on his queerphobic and otherwise bigoted views. I support and applaud people who wanted the opportunity to do so — I personally did not see any value in engaging directly with him, but I appreciate that other people considered that a legitimate form of resistance and learning for themselves.

I do want to trouble the notion, however, that engaging with Legutko face-to-face is the only or even the best way to learn how to argue against his views more effectively in the future, particularly in the case of queerphobic, xenophobic, anti-Muslim and anti-immigrant sentiments. I do not mean to criticize people who feel this way, but I do want to ask: why did it take an event such as this for people to learn how to advocate for Queer lives, or that this advocacy is necessary?

Mindful of the limits of strategically invoking one's identity to make a political argument, I'm going to do it anyway: I am a gay person on this campus. I do not by any means speak for all gay or Queer people at Middlebury, but I believe that I can confidently say that most of us have faced queerphobia and other bigotry, sometimes on a daily basis, both outside of Middlebury and here on campus. For many of us, much of our lives has been an exercise in learning how to navigate unfriendly and dangerous environments and, indeed, in learning how to argue in defense of our own lives and rights. This is true for people who hold a variety of marginalized identities.

Marginalized people did not need to engage with Legutko to know that Middlebury is often a hostile place, and we did not need to engage with him to "learn" how to argue against bigotry here or elsewhere; unfortunately, we already know how.

If Legutko's visit was what it took for you to really cement your arguments for why Queer people should be given rights (and rights beyond just marriage), or why Muslims are not the downfall of Western civilization, then I implore you to ask yourself why you could not effectively make these arguments already. If Legutko's visit was the reason you learned that Middlebury students experience Queerphobia, then I ask what that says about you, your priorities, and the people with whom you spend your time. And if you think that debating over people's fundamental humanity is an interesting and engaging exercise or "practice" for other conversations, doesn't that speak more to your own social positioning than to the actual benefits of doing so?

A sign made by Jess Garner in anticipation of the protest reads "They're not "just words" if they have a body count: homophobia kills." As we move forward in the wake of this newest rift in our community, I hope that we keep this in mind. For many of us, the sentiments that Legutko espouses are not merely offensive or controversial; they are indicative of a larger danger that threatens our bodily safety, not an opportunity for an intellectual debate.

Taite Shomo is a member of the Middlebury College class of 2020.5.

Sex Panther: Relationship Structure

By SEX PANTHER

It's Thursday, my dudes. You know what that means! Time for another fun edition of your favorite advice-but-not-really column, Sex Panther! I know you just can't wait. I've been thinking a lot in the past few weeks about relationship structures and hookup culture here at Midd. I mean, it's pretty much always on my mind but you get the point. I want to talk about hookup culture specifically as it relates to relationship structure; often, it feels like hookups happen in this limbo where talking about emotions, expectations, and desires can be taboo. You know what can help break those taboos? COMMUNICATION. Which I know I talked about last week, but it's damn important.

While a good part of that taboo is probably due to the way alcohol relates to hookup culture-- let's be honest, sex kittens, you probably don't find that surprising. But that means that often people aren't in a headspace to have those conversations in the moment. And let me be crystal clear: when you or your partner(s) are under the influence you legally cannot give consent. Does that mean that drunk hookups don't happen? Of course not. In an ideal world would that be the case? No. But we need to recognize that fact before getting further into this discussion.

Ok. So say you're drunk. You've been flirting all night with the cutie/s at the party, who has/have also been drinking. The stars align and you dance together, one thing leads to another, and suddenly you're wrapped in a passionate embrace. Or a sloppy drunk makeout. That one's probably more likely, tbh. ANYWAYS, let's say you head home together. Score! Right? Maybe you're thinking about the fun that awaits, and maybe not so much on the conversation aspect. But the conversation is very important, especially in hookups.

From here on, things can go a few ways. Now would be a great time to disclose your relationship status, if you haven't already. And I don't mean just making sure you're both single (though that is a good rule of thumb if you are both monogamous people for whom that classification makes sense). You need to make sure you know exactly what you're committing to for the immediate future, and how that fits with everyone involved.

For example, I am not monogamous. Nor would I classify myself as polyamorous; I lean more towards the relationship anarchy side of things (go/relationshipanarchy; I am sure to let people I am hooking up with know this fact as well as my expectations i.e. that I would love to have sex but plan on sleeping over with my sweetie, or that I would be down to make out and sleep over, but not have sex.) Sometimes it freaks people out to hear me be frank about not only my desires but also about the way in which I engage in relationships. And that's totally ok. If being upfront about the fact that I have other sweeties or that I am looking for a casual relationship which involves both sex and friendship or what have you, I think it is only fair to let that person know my full intentions at the outset.

If you are in an open or a poly relationship, that might mean telling the person you're hooking up with that you do have a primary partner/s and checking that they feel comfortable hooking up knowing that arrangement. If you are monogamous and don't have a partner, that is good information to disclose as well! Point is, the only thing that being upfront about your relationship 'sitch and your expectations adds is clarity. That doesn't (and shouldn't) kill the vibe. If it does, that person was maybe not the best fit for you in that moment. Having these conversations is so so SO important, and can save you so much heartache later down the line. And a hookup doesn't have to end in a sexual relationship. Some of my closest friendships here have come out of hookups we all agree were fun, but the chemistry was more that of a non-sexual nature, and that was fine! What isn't fine is refusing to communicate with your hookups.

A Plea to Sensitize Gun Violence Again

By MENDEL BALJON

Rabbi Goldstein was always prepared with a candy in his pocket when he asked, "What mitzvah (act of charity) have you done today?" After I answered, he would beam a big smile and reward me with a jolly rancher, a licorice, or, my personal favorite, a bag of M&Ms. On Saturday, while at Passover service, Rabbi Goldstein and the Chabad of Poway were targeted in a horrific and senseless act of terror. Lori Gilbert-Kaye, an integral and long-standing member of the community, was killed. Rabbi Goldstein lost a finger and two other victims who were injured by shrapnel.

I spent four years in preschool at Chabad of Poway and six years doing weekly Hebrew School in preparation for my Bar Mitzvah. This sanctuary served as both a school and a spiritual home. I distinctly remember the morah and rabbi teaching us the golden rule, the Ten Commandments, the Talmud and other lessons which are fundamental to my own personal beliefs about the inherent value of others. This is the place in which I learned the necessity of caring and doing good for others, but now I have to reconcile my belief in the value of others with the shooter's denigration of others.

Every day, we receive news alert about horrible tragedies and acts of terror and, quite frankly, it can be overwhelming and become easy to turn into white noise. But when it happened to my own community, this was not just another news alert about another anonymous stranger somewhere out in the world. This was about the rabbi who taught me the value of mitzvahs, about the loving woman who invited my family and the rest of Chabad into her sukkah during Sukkot and about the wider community with whom I worshipped and learned. This act of terror will forever exist as a scar on the otherwise positive memories I have from Chabad. But, by recounting these memories, I might be able to show what was lost by this horrific act of terror and hopefully help to sensitize us again to this senseless violence.

On the first night of Shavuot, Jews stay up and study the Torah together in a half-asleep, half-awake trance. For children, we stay up late and basically have a sleepover in the synagogue. Every Purim, the Chabad hosts a massive carnival where children can dress up, play games and eat hamantaschen. Growing up, this Purim carnival was one of the most joyous events every year. Once I was older, I would spend my Wednesday afternoons with Rabbi Mendy studying the Torah and Talmud, playing video games and doing service projects around the synagogue. These are some of the fondest memories of my childhood, and now they have been tarnished. My previously joyful community now has a deep wound in it. So, please take a moment and share a thought or prayer in any language for Lori Gilbert-Kaye, a hero who will be missed, and for other victims of senseless violence.

If you would like to help our community at this time, please consider donating for victims' families and synagogue repairs at chabadofpoway.com/standwithpoway or at go/standwithpoway. Most importantly, speak up in your everyday life against hatred wherever it may appear. When someone, whether that be our friends, family, elected representatives or teachers, makes a remark which diminishes the value of others, it is on us to hold them accountable. Creating a culture in which prejudice cannot prosper is an integral first step in preventing these acts of terror.

Mendel Baljon is a member of the Middlebury College Class of 2021.

Supporting the Hebrew Program Through Language Tables

By SUBIN CHO

My name is Subin Cho, a member of Class of 2019 majoring in Chinese and Japanese. I have been serving as a student manager of Language Tables for 2018-2019 academic year. In light of recent events on campus, and as a manager of Language Tables, I would like to draw your attention to the members of our student body who are facing difficult situations: the Hebrew language community and the Jewish community.

Language Tables is a student-run restaurant facility operated daily in Redfield Proctor during lunchtime. I know our guests' names from our sign-in app, and I welcome them at the doors of Redfield. My job is to serve the 55 waiter peers and the 15 languages that are housed including Hebrew.

While I do not claim to represent the Hebrew language program or the Jewish community here, I do claim a strong identification for Language Tables. I am a representative of Language Tables, where the vast language and cultural communities of Middlebury College gather. Unfortunately, I don't speak 15 languages but I do endeavor to interact with our guests by learning how to say "hello" or "do you need more water" in the 15 languages.

I want my guests to feel welcome. It is truly a privilege to serve a place where embodies Middlebury's mission statement. Fifteen languages together bring diversity, inclusivity and knowledge. The language communities gathered at Redfield embody the vision of the future.

As The Campus article "Hebrew Program Will Lose Its Only Professor In Fall" illustrates, there are values that cannot be quantified. As an institution of higher education and a campus for many future leaders, our students' rights to learn and engage with their cultures should be prioritized for the most. As a language student, it is unfortunate that the College cannot supply an academic option for our students. As a soon-to-be graduate, I am disappointed to see how Middlebury College takes the Hebrew program for granted and put a part of our student body in a very difficult position.

The Hebrew Program is one of the language programs that the College has been promoting. The lack of the Hebrew program would not only affect the students with the Jewish heritages, but us the students of Middlebury College collectively. We will be missing a chance to learn the Hebrew language and many others that it entails beginning next fall.

It is in my personal and professional interest to defend the Hebrew language community and the Jewish community here. To stand in solidarity, I added one more Hebrew Table for Friday Language Tables. Hebrew Tables offer a co-curricular opportunity for students to practice their Hebrew speaking skills and to be engaged in a rich Jewish heritage. It is to show my personal support and to let the Hebrew language community and the Jewish community, inside and outside of the classroom know that there is a space for them at Middlebury College.

One of the important job responsibilities that I fulfilled as a manager was creating a shift schedule. Divided by languages and days of the week, I put all of our waiters' names in each slot on that roster. Different waiters from Monday to Friday continue what Middlebury has been championing as an institution. When I first read the article "We Need the Hebrew Department" in The Campus, I immediately thought about my waiters, especially the Jewish student waiters. Our Jewish student waiters are who will be directly affected by the cut to the Hebrew Program.

The shocking situations that they are facing are hurtful to me as a person since I deeply care about them as a friend. They are my peers, essential members of the team, and I feel their pain as my own responsibility. I pledged to be their manager, and they gave me invaluable trust and friendship. I can't ignore their disappointment.

The Hebrew language communities inside and outside of Redfield Proctor are what I want to defend. My friends who are frustrated by the imminent disappearance of the Hebrew Program are the ones who I want to support. All of them matter to me. I feel their frustration and would like to politely ask you to join me in advocating for the maintenance of the Hebrew program.

I would like the administration to understand that their decisions always have impacts on certain members of our student body. I would like to urge the administration to see that the decisions they make are not only translated into the figures on the fiscal documents.

The people who are impacted by the administrative decision are our students who always are with you, and with us. They have their dinner with you in Ross, and they study in the carrels of Davis Library. They laugh with you in classroom at FIC and they also serve in Redfield Proctor. They are one of us, the students of Middlebury College. As a student, I cordially ask you to support our peers that who feel alone in this situation.

We are the students of Middlebury College. We are empowered and compassionate. We can do so much for each other. Our beloved Hebrew language community and the Jewish community here deserve support in this upsetting time, and I would like to humbly take this chance to express my support to them by way of this letter. I would like to seek your support for our friends at this difficult time at Middlebury College and unite as a community together.

Subin Cho is a member of the Middlebury College class of 2019.

Editor's note: This piece was originally published on The Campus website on April 28, 2019.

Letter to the Editor: What are the Liberal Arts?

By RICHARD PORTER

From a distance of years and hundreds of miles, it appears Middlebury is unmoored and has lost its distinct sense of self as a place apart: an oasis of rigorous and unfettered intellectual inquiry and personal growth.

Middlebury once was and should always be more than a capitalist boot camp or a totalitarian trade school. Middlebury was and should be an institution dedicated to excellence in the liberal arts.

I hope we have a common understanding that a liberal arts institution, if it wishes to be liberal, cultivates all ideas except its opposite. If a liberal institution encourages the illiberal too, if a liberal institution does not confront and reject those who wish to make it illiberal, then it will not survive as what it was.

Giving totalitarian ideas and impulses equal standing as just another option among the smorgasbord of ideas acceptable at the institution is an invitation to the destruction of the liberal mission itself.

In that context, witness the SGA's demands at go/13.

This boggles — celebrating the 55th anniversary edition of Mao Zedong's red book, the SGA wants a cultural revolution in the Green Mountains, complete with mandatory re-education, shaming of elders by the young, who also demand "community standards" for permissible ideas.

This is not just a question of "free speech." Indeed "free speech" absent of a shared commitment to intellectual rigor, risk-taking, moral equality and a growth mindset may be a cudgel used against freedom itself. Indeed, the illiberal among you already use "free speech" to justify the protests used to bludgeon the liberal among you into silence and compliance.

Freedom is dangerous, unsettling, exciting, frightening, challenging and mind-expanding. As you read that, did you think of freedom for yourself or freedom for others? While most of us crave our own freedom, some fear freedom for all.

Don't be that person.

A commitment to excellence in the liberal arts requires standards supporting and buttressing the freedom of all. Freedom with the un-waivable expectation of self-governance and personal restraint. Yes, community standards as to the process of inquiry, not the topics of inquiry. Community standards as to rigor in research, analysis, organization, critique, rhetoric and exposition — because a thought well-expressed is always better developed.

These are the liberal arts — the arts of exercising freedom in a world of moral equality. Thugs browbeat, mobs chant, tyrants seek to intimidate and silence.

This is why protesting ideas or speakers has no place at an intellectual institution committed to the liberal arts. The protest culture that has developed there is antithetical to Middlebury's mission.

Sure, it's appropriate for each person to have access to a venue or an outlet for their views. Folks of common interest can and should be free to get together to express their ideas, and seek to promote them in The Campus, or with leaflets, or other non-coercive, respectful ways. Indeed, everyone should be challenged to research, organize and express their thoughts as clearly and persuasively as possible.

Are you at Middlebury to pursue the liberal arts? Then, you must stand up against its opposite. Do you have standards and expectations for excellence in the pursuit of ideas and expression and research and creativity? Then you must reject the impulse to browbeat and silence and instead embrace the challenge of persuasion.

Dogs require training. Drones are programmed. The liberal arts are for those who believe free minds operating fearlessly and diligently in the pursuit of excellence will create a better world for all.

A great school is a terrible thing to see laid to waste.

Richard Porter is a member of the Middlebury College Class of 1981.

Challenging Ideas, Listening Across Differences

By SARAH STROUP

On a busy Wednesday night, almost 100 people showed up to Dana Auditorium to listen to a panel of Middlebury College students talk about "Moving Forward" – how and why they each approached the visit of another controversial speaker, Ryszard Legutko, to our campus last week. With very little guidance and with a talented student moderator, our students held a conversation that was impossible to have two years ago after Charles Murray's visit. They disagreed pointedly at times, they tried to stick to the questions they were asked and they created space for audience engagement.

A few people asked me after the event – what was the point? There was no consensus reached. No one on the panel changed their mind after 90 minutes. We did not design any new policies. We are still stuck in the place where we try to protect academic freedom and cultivate mutual respect.

What was the point? Just like every discussion section or seminar, the conversation was the point.

Consensus is not and should not be the goal. Among colleges and universities, Middlebury has made two choices, one older and one newer. Middlebury was founded in 1800 as a liberal arts college. A liberal arts education is based on the idea that the world can and should be understood in multiple ways. More recently, Middlebury has worked to create a more diverse and inclusive community. Education in a diverse community is based on the idea that the world is experienced in multiple ways. Consensus is anathema to a diverse, liberal arts education. We should not ask it of our students, nor of ourselves.

Is it ok if no one changed their minds? Of course it is – because education and persuasion do not happen in 90-minute increments. For some reason, we tell our students that they simply cannot learn the fundamentals of literary theory or international relations without meeting twice a week for three months, but when it comes to academic freedom or inclusion, we somehow expect to wrap it all up in a few Campus editorials or town hall meetings. We might hope to persuade our students, or each other, of the soundness of certain arguments, but persuasion does not happen at a distance – it happens in durable relationships between friends, between professors and students, among colleagues.

But we don't have any new policies! For the past two years, we have convened committees, drafted new policies and circulated emails. Some policy proposals can prompt useful conversations even if they do not come to fruition. Still, even the best policies are useless if not supported by the community.

We are still stuck in the place where we try to protect academic freedom and cultivate mutual respect. This is true. The recent episodes on our campus are symptoms of this, and we need to be explicit that this is the cause. Neither our Handbook nor the AAUP statement recognize an absolute right to academic freedom. On the other hand, our educational institution cannot avoid arguments we find objectionable. We are trying to figure out how to engage with a wide range of challenging ideas without hardening into hostile, competing camps.

The student-led conversation on Wednesday night was admirable in content and process. The students generally agreed that there was objectionable content in "The Demon in Democracy", but disagreed over whether to attend the talk, not attend, protest or sit with the author in class. They worked to share information, respond to myths (such as the idea that this was an "underground" talk by Legutko or that what was planned was a "disruptive" protest) and draw lessons beyond this one event.

As an example of dialogue, the panel was public evidence that our students are both capable of and interested in respectful engagement with those with whom they disagree. They followed practices that helped facilitate understanding.

Speak from experience, not on behalf of others: two students spoke about their roots and experiences outside the US (in Croatia and in India) and how those ties shaped their very different approaches to the talk.

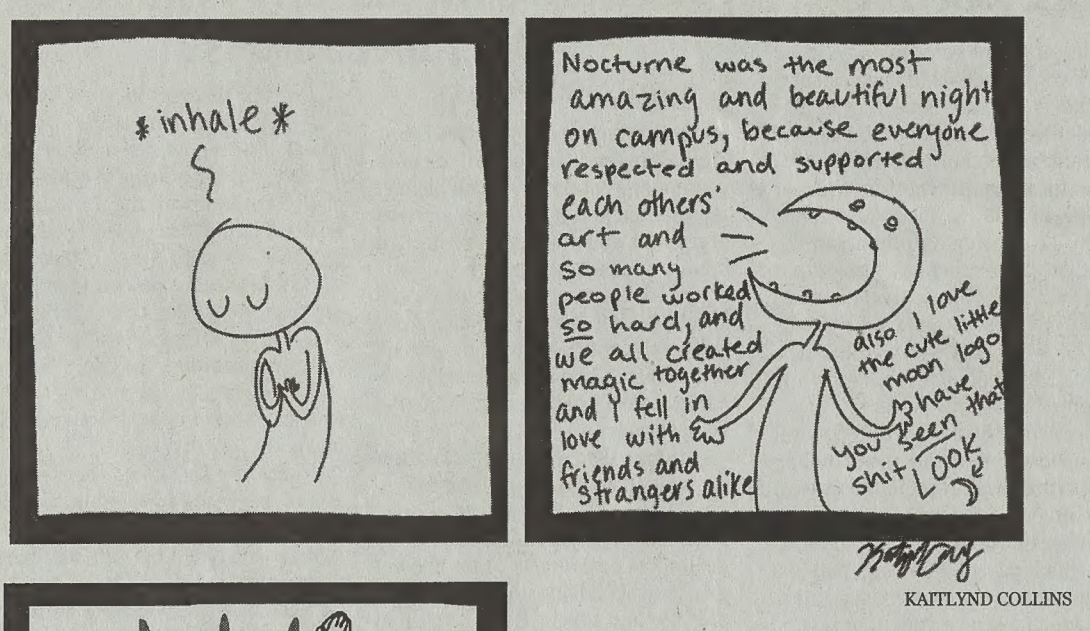
Listen to understand: several students asked clarifying questions rather than immediately challenging their peers.

Take turns: no one student dominated the panel. There were a wide range of views represented, and the students took more or less equal time.

Our students are not perfect. Neither are we. On Wednesday night, I saw an informed and diverse group of students talk honestly and intelligently. In emails with students after the event, this thoughtful tone continued. One described a conversation with another panelist before it started, and both commented on "how rare it is to see people engaged in person." Others said we needed to work to create "an atmosphere that encourages an exchange of ideas" and that they hoped "to organize similarly productive debates" in the future. Joey Lyons, Grace Vedock, Rebecca Duras, Akhila Roy, Ethan Cohen and organizer and moderator Quinn Boyle – you have my thanks for showing us how we can confront our differences while treating each other with respect.

Sarah S. Stroup is an associate professor of Political Science and the faculty director of the Engaged Listening Project.

Editor's note: This piece was originally published on The Campus website on April 26, 2019.


inhale
Nocturne was the most amazing and beautiful night on campus, because everyone respected and supported each others' art and so many people worked so hard, and we all created magic together and I fell in love with friends and strangers alike
also I love the cute little moon logo
you've seen that shit
LOOK

KAITLYND COLLINS

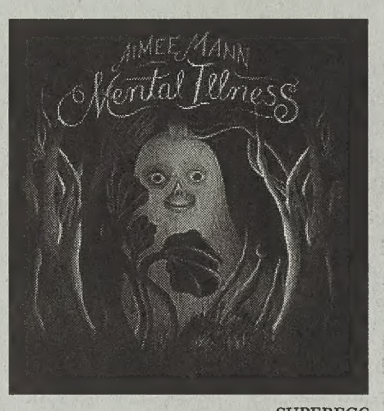
PIA CONTRERAS

The Librarian Is In

By **BRENDA ELLIS**
Guest Columnist

Brenda Ellis is a Research & Instruction Librarian in the Davis Family Library.

"Mental Illness" Aimee Mann, 2017



SUPEREGC

May is mental health awareness month, so I've selected a CD in our collection called "Mental Illness" by my favorite artist, Aimee Mann. If you like beautiful melodies with acoustic guitar, keyboard and strings, check out this collection, which won the Grammy for best folk album in 2017.

Why would she call it "mental illness?" Mann has been public about her own lifelong struggle with depression, something rather common amongst artists, musicians, actors and people from all walks of life and occupations. In "The Making of Mental Illness" interview (available on YouTube), Mann gives us a hint about what the songs are about — some of her own experiences as well as people she has known who live with and manage bipolar disorder and other mental health disorders. She says her song "Goose Snow Cone" was written while she was "on tour in Ireland, and it was snowing and cold and depressing outside" (much like Vermont in winter) ... and she was feeling "lonely and homesick."

In writing her music, she says she wants to understand people's complicated feelings and, in turn, have people understand hers. Besides covering the theme of mental illness in just her music, she has discussed her struggles with depression, anxiety and writer's block as a guest on the podcast "The Hilarious World of Depression," which includes interviews with other famous and not-so-famous people who have suffered from depression.

Back to the album, Aimee Mann is a musician known particularly for her skill at songwriting. My favorite song on "Mental Illness" is "Lies of Summer" with its beautiful melodies and the steady drive of perfectly timed percussion. Many of its lines directly reflect struggling with mental illness: "Now you're waiting for the meds to take, but it / Takes a miracle to heal this break..." Another great song is "Patient Zero." It has lines to which I think we can all relate, such as "Life is grand, and wouldn't you like to have it / go as planned."

Her song "Simple Fix" resonates with its lines reflecting paralyzing doubt, uncertainty and hopes for a "simple fix": "So here we go again / But let's call a spade a spade, I'm going nowhere / I'm stuck in this hole afraid to make a move / So once more around the track, another lap / And I think I can get it back, to where we prove: There's a simple fix / For the wrong mix..."

"Stuck in the Past" also has a familiar theme whether it be missed opportunities or circumstances gone awry. And the lyrics and piano on the song "Poor Judge" are particularly well done: "You might have had some other reason / To leave me in that dark ravine / My heart is a poor judge / And it harbors an old grudge...". Also performing on her Mental Illness album (and co-writer of a few songs) is Jonathan Coulton. You can also check out his new album "Solid State" in the library (and yes, I'm a big fan of him too).

So if any of this appeals to you, give it a listen. And if you want to take a break from the stress and listen to more great music, use the subject search option in MIDCAT (the library catalog) and type in some of these subjects: folk-rock music; rock music — [date range]; or popular music — [date range]. Happy listening and good luck with those final papers and exams!

Gensler Family Symposium Engages With the 'Complex and Peculiar Lives of Intersectionality'

By **SADIE HOUSBERG**
Senior Local Editor

"It ain't feminism if it ain't intersectional," tweeted Ariana Grande this past March, garnering over 41 thousand retweets and 200,000 likes. Intersectionality, a term frequently promoted and used in hashtags across social media, has also become a buzzword in today's political, academic and activist spheres. This year's Gensler Family Symposium on Feminism in a Global Context, held last Friday, April 26, sought to understand and critique both the ubiquitous and celebratory nature of intersectionality's widespread use in popular culture.

Gender, Sexuality, and Feminist Studies Professor Carly Thomsen and American Studies Professor J Finley are the architects behind the idea and organization of this year's Gensler Symposium. The two, who also co-teach a class, entitled Beyond Intersectionality: Developing Anti-Racist Feminisms, had been looking forward to the date for around two years now.

"Some things said today will resonate with you, will anger you, will confuse you, will empower you," presaged Finley in introductory remarks as eager audience members settled into their seats for the all-day event. The symposium kicked off with an introductory video made by GSFS major, Tate Serletti '20, showcasing myriad deployments of intersectionality that began to problematize pre-conceived understandings of the term.

"What exactly is intersectionality?" Thomsen queried. She asked audience members to consider several questions including: "Is it a theory, an activist approach, a disposition? How do we do intersectionality and how do we make sense of competing definitions? How might intersectionality help us to create feminisms that operate in the service of racial and economic justice and how might it limit us? What do our affective attachments to intersectionality do? And what do they prevent us from doing?"

These are just some of the inquiries that have also been guiding Thomsen and Finley's work. Because not only was the Gensler Symposium an event with a lineup of famous scholarly names in feminist and queer theory, but it was also, for Thomsen and Finley, a chance to introduce their research project — the first quantitative analysis of intersectionality's circulation.

Nell Sather '19 and Harper Baldwin '19, research assistants who have been involved since the project's genesis two years ago, presented the statistical findings from a survey of intersectionality's use at Middlebury College at Friday's symposium.

"It has been a blast and an honor to work so closely with Professors Thomsen and Finley on this project," Sather said several days later. "It was particularly gratifying to share our research at the symposium after working on it for so long as a small team. The symposium felt like a uniquely embodied and social way to engage with scholarship relevant to our project, which was an element I really appreciated."

85% of people at Middlebury College are likely to think of intersectionality in positive terms and though all of the day's speakers recognized the benefits of and work done in the name of the term, they also engaged with its critiques. Some of these criticism includes, as outlined by Finley, the "sloppiness with which intersectionality is deployed in service of post-raciality" and its transformation into a conversation on marginalized identities rather than the structures that marginalize.

"Part of what has enabled us to ask the questions that we're asking in this class, in our research, at the symposium, is that we do come from different disciplinary backgrounds but we have overlapping. political commitments," said Thomsen of her time working with Finley. "Also central to this work is really our friendship; we wouldn't be able to ask the questions that we're asking if we didn't fundamentally trust each other."

Many of the students who filled the RAJ conference room on Friday were members of the Beyond Intersectionality course and came to the symposium with some familiarity of many of the speakers. However, for many others, last Friday's symposium was a completely new foray into the complex and peculiar lives of intersectionality, as described by Erin Durban, the first invited speaker of the day. An assistant professor in the Department of Anthropology at the University of Minnesota, Durban discussed her experience of how the buzzword has been used in her own academic circles and questioned how the canon of intersectionality is policed and constructed.

Next, Assistant Professor of African American Studies at Princeton University Keeanga Yamahtta Taylor delved into a project of understanding the political invocations of intersectionality and the material conditions of the oppression of black women in the U.S.

Taylor underscored the importance of understanding the word's particular historical and temporal construction.

Following lunch, Miranda Joseph, Chair of the Department of Gender, Women, and Sexuality Studies at the University of Minnesota, presented concepts from Queer of Color Theorist José Muñoz's work on the "commons" and her own on the role of accounting in describing gendered and raced social structures.

Often hailed as the most prominent critic of intersectionality, Jasbir Puar, Professor and Graduate Director of Women's and Gender Studies at Rutgers University, offered both an exploration of the "intersectionality wars," or the back-and-forth discourse, theory and politics surrounding the word and a discussion of her theory of assemblage.

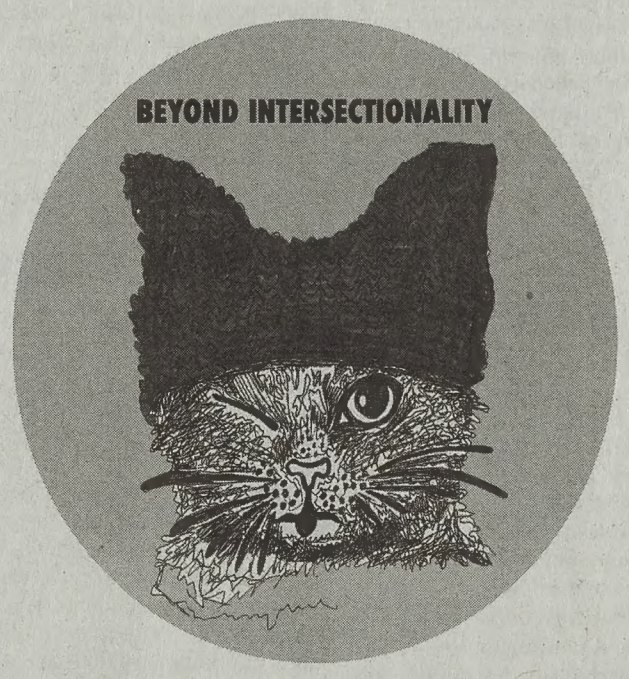
As the final speaker of the day, Jennifer C. Nash, Associate Professor of African American Studies and Gender and Sexuality Studies at Northwestern University, concluded with a presentation of her new book, Black Feminism Reimagined: After Intersectionality. Her work explores the affective relationships surrounding intersectionality and encourages as she writes, "a radical embrace" of criticism as a practice of love.

The event wrapped up with a round-table discussion between speakers and audience members.

"I think it was a really successful event because it brought together people on campus who, I think, consider themselves to really understand intersectionality and the work that it's supposed to do especially in progressive terms,"said Finley. "Especially when it comes to how people who consider themselves to be liberal think about intersectionality. I think they came to the symposium and I think they had their ideas challenged."

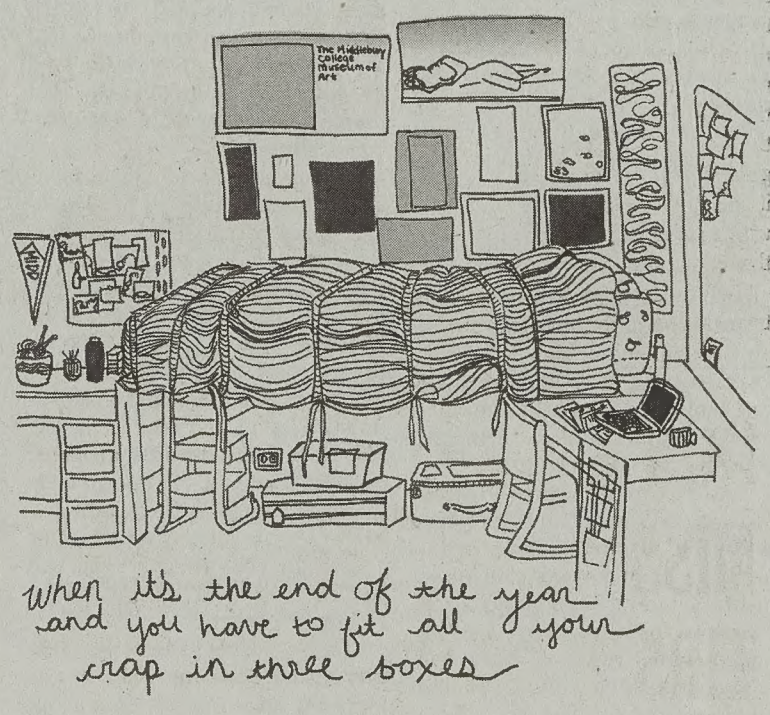
Part of this work of having their ideas challenged, Finley explained, is to consider in concrete terms how intersectionality circulates on Middlebury's campus, which is part of what her and Thomsen's research project aimed to accomplish.

"When we started this project two years ago, I imagined then that the symposium would be a kind of culmination of our work; now that the symposium is over, several new lines of inquiry have opened up that we're having to grapple with. And that is really generative," Thomsen told The Campus. Both Thomsen and Finley are excited to engage in these newly-inspired lines of inquiry.



COURTESY IMAGE
An image that ran on the front of the Gensler Symposium pamphlet, alluding to the 'pussy hat' phenomenon associated with the 2017 Women's March.

"I think it's rare that you can bring together — especially at the end of the year, at the end of April on a Friday — an all-day event like this, that you can get people to come and really want to think," added Finley. "Regardless of what people did think of the talks, they came because they were interested in thinking about these ideas. So I'm really proud of us; I feel proud of us."



PIA CONTRERAS

Reel Critic: 'Too Late to Die Young'

By SOFIA MAKAROVA
Contributing Columnist

Imagine a collection of rivers running parallel to one another, never touching but ultimately flowing into the same ocean. This is the sort of storytelling that comes to life in Dominga Sotomayor's feature, "Tarde Para Morir Joven" ("Too Late to Die Young"). From the very beginning, we're given a string to follow when Frida, the neighborhood dog, gallops away from her owner in a hypnotic travelling shot. The film comes back into focus on the rest of the characters and their own unraveling narratives as they prepare for the New Year's party, where their stories eventually reconcile.

The film is set in the summer of 1990, in a newly democratic Chile shortly after the fall of the dictatorship. The nation, young and temperamental, mirrors the 16-year-old lead, Sofía. Categorically, this film would fall into a coming-of-age story, but it does much more than that. It follows not only Sofía, but the rest of the rural, sun-drenched community, offering snapshots of small and intimate moments. The village itself is gorgeous and idyllic,in way that makes you want to pack your bags and book the next flight out — if you've seen "Call Me by Your Name," you'll know what I'm talking about (they have the same producer). Sotomayor's style captures everything and nothing all at once — it's a film that has to be felt rather than analyzed. It is a wholly immersive experience.

Despite the seemingly utopian setting, Sofía finds herself struggling with imminent adulthood. This peeks through in the way she defends her smoking habit. In a particularly amusing shot Sofía tells her dad it's too late, she's already a smoker, and he needs to get over it. Rather than joining her friends in preparation for the New Year's Party, Sofía is constantly seen on her own in a typical daze of teenage angst. Her character and her struggles don't seem to fit within the frame of her bohemian community, and she longs to move to the city. Amidst her turmoil, Ignacio, who is older and embodies everything that draws Sofía to the city, returns to the village. His arrival unnerves her childhood best friend Lucas, evident from his myriad glares and awkward silences.

Streaming alongside this is another story. Sofía's neighbor, a 10-year-old named Clara who loses her dog Frida at the start of the film, searches tirelessly for her best friend. After weeks of stapling posters and mournful glances, Clara finds a dog who looks just like Frida living with another family in the city. In a breath of hope, Clara brings the dog back just to realize she's not Frida after all. In the final shot of the movie — and in the same style as the very beginning — we see Clara's new companion bounding away in a cloud of dust.

In all of its sweeping observations, the film never seems to land on any particular aspect or continuous storyline. Each individual struggle feels as if it flows alongside the other, twisting and curving, but never overlapping until the night of the long-awaited party. Even then, we only see the combined frustration and tension of the characters without being told how it can be resolved.

There is a beautiful moment when Sofía gets up to sing "Eternal Flame" for the party, and she sees Ignacio in the crowd. In that moment, it's hard to tell the difference between Sofía's feelings and your own; it's something universal.

STORYBOARD MEDIA

Neither Sofía's, Clara's nor Lucas's struggles ever reach a breaking point, they're all just "there." Over and over, the film edges on raw emotion, but as soon as it comes close to any point of resolution, it pulls away and zooms into another detail of the jigsaw puzzle-like narrative. It's an "almost, almost, not quite" feeling — leaving you entranced but not satisfied.

A Conversation With Writer Lore Segal

By BENJAMIN BEESE
Staff Writer

Posters came up, as they do for all events, announcing author and Holocaust survivor Lore Segal's reading from her forthcoming book "The Journal I Didn't Keep". My attention was caught less than I now wish it would have been. Although I hadn't realized it at the moment, I had recently read and thoroughly enjoyed one of her stories published in The New Yorker. Although she doesn't consider herself a Holocaust survivor, she had narrowly fled Nazi Austria in 1938 via the experimental Kindertransport, which had, among other things, served as the basis for the novel that launched her professional writing career. This fact had been widely publicized, although she had not come to talk about the Holocaust, not directly at least. Rather, she came to read from her forthcoming collection of writing, "The Journal I Did Not Keep".

PENGUIN RANDOM HOUSE
Author Lore Segal came to Middlebury and read from her upcoming book "The Journal I Did Not Keep".

On Tuesday, April 23, students and community members alike packed themselves into Hillcrest to hear the nonagenarian Segal read three stories spanning, as she described, when you are a "child, a woman, and when you are no longer here." The room was enraptured. Both "Dandelions" and "Ladies Lunch," stories she had previously published in The New Yorker, held the rare sort of eager silence most often found when reading to awestruck children. The same cannot be said for "Going to Hell," her third story, if only because the intervals between peals of laughter were too short for any such silence. Segal is a talented writer.

In the days leading up to her reading, I found myself quickly enamored with Segal's writing. A Pulitzer Prize finalist (an experience she described as "Irritating. You don't want to be a finalist; you want to win it."), she was described by the New York Times as "closer than anyone to writing the Great American Novel." Segal's success enchanted me. Then, come Wednesday morning, I found myself sitting in the breakfast room of the Middlebury Inn with Segal, her daughter, and a list of finely crafted questions about life and writing. I pulled out my phone to make a recording, in part for reference but in large part for posterity.

Her thoughts on writing were much as one might expect from the writerly sort. "The real experience is the act of getting the words right so it means what I want it to mean." she explained in a few different ways throughout our conversation. She made a point that writing is her goal, rather than some reward like, say, the Pulitzer Prize. "I'll tell you what the satisfaction is in my writing. You get a review and somebody both likes it and understood what you meant," with an emphasis on the latter half of that equation.

Before long, our conversation turned towards deeper questions. In an earlier point in the conversation when we discussed young writers. "It doesn't change your life. It doesn't make you into whatever it is you'd like to be."

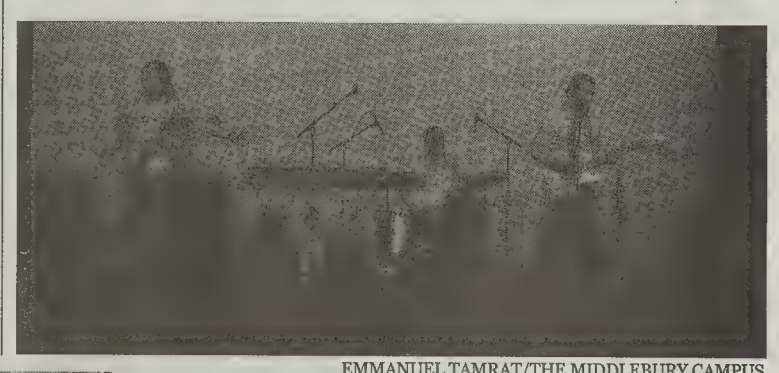
What does make you into whatever it is you'd like to be? "Writing a good sentence. A good sentence where the words fit and describe precisely and powerfully what the sentence is about. That's really what I want to do."

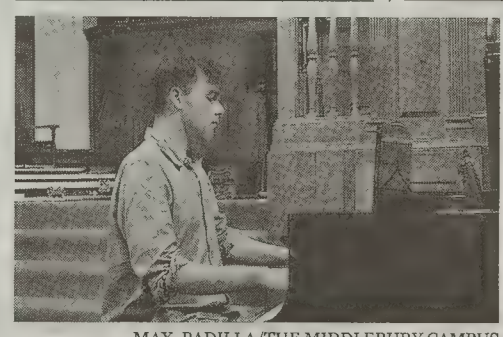
She sent me off, teasing, "I hope your life is meaningful and you leave a good legacy .... And I hope you write truthful sentences. I hope your words mean what you mean. That's what I really meant."

reference to the state of the world, she said, "People argue with me and say the world is growing kinder and I think that's probably true too but the rotten part is as healthy as it ever was and will continue to be so. I don't think we're improving, I don't think we're getting any worse. I think this is how we are." Without the belief that the world can get better, I, perhaps naïvely, wondered aloud how she found meaning in her life. "Meaning?" she said, "Do you need it to have meaning? ... I enjoy life! My goodness look how pretty it is out there!" and she pointed out the window to a warm, gray morning.

I was similarly rebuffed when asking about her legacy. "I don't understand about legacy. I would like to be remembered forever. Ah! Big deal!" she rattled out in her sharp, kind accent. "Is my life only worthwhile if I'm remembered? It's worthwhile because it's interesting. It's like my little student who would like to get that first story into a magazine," she then tells me, referencing

NOCTURNE EMBRACES THE NIGHT


EMMANUEL TAMRAT/THE MIDDLEBURY CAMPUS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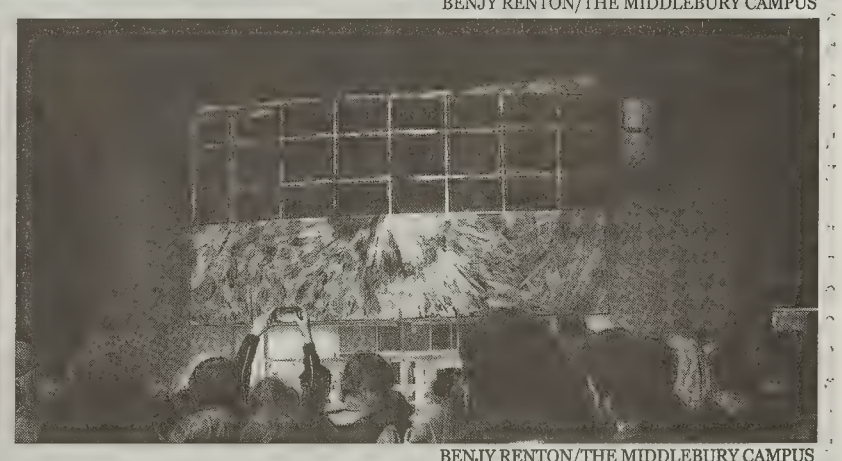

BENJY RENTON/THE MIDDLEBURY CAMPUS

The Nocturne Arts Festival transformed a variety of locations across campus into art installations and music venues. The second annual Nocturne included music, poetry, food, dance, theater, film, arts and more, from Mead Chapel to the Knoll.

DON'T MISS THIS

American Idiot

In this musical adapted from Green Day's 2004 concept album of the same name, working-class characters— hailing from the suburbs to the city to the Middle East — seek redemption in a world filled with frustration. Musical direction by Clint Bierman and featuring the local Vermont rock band the Grift, book by Billie Joe Armstrong and Michael Mayer, lyrics by Billie Joe Armstrong and directed by Michole Biancosino '98.

Thursday 5/1 - Saturday 5/3, 7:30 p.m., Wright Memorial Theater. Six dollars for students.

Senior Thesis Dance Concert

Senior dance majors Caleb Green '19, Lucy Grinnan '19.5 and Maggie Phillips '19 examine the intersection of contemporary choreography with their varied additional disciplines to create an evening as diverse and layered as their intellectual pursuits. Each choreographer will present works that probe the audience's creative mind and offer a re-imagining of a time, a world, a story.

Friday 5/2 and Saturday 5/3, 7:30 p.m., Mahaney Arts Center, Dance Theater. Six dollars for students.

Hirschfield International Film Series: The Farewell

In this funny, uplifting tale based on an actual lie, Chinese-born, U.S.-raised Billi (Awkwafina) reluctantly returns to Changchun to find that, although the whole family knows their beloved matriarch Nai-Nai (grandma) has been given mere weeks to live, no one wants to tell Nai Nai herself.

Saturday, 5/4, 3 and 8 p.m., Dana Auditorium.

Men's Lax Earns Huge Upset Win in NESCAC First Round

By BOBBY SULLIVAN
Staff Writer

BENJY RENTON/THE MIDDLEBURY CAMPUS

Tyler Forbes '22 has scored 47 goals throughout the 2019 lacrosse season.

The Middlebury men's lacrosse team entered the past weekend as the seventh seed in the NESCAC Tournament. After closing the regular season at 7-8, the Panthers were still confident they could make some damage in postseason play. Heading to second seed Wesleyan University on April 27, Middlebury showed just exactly what they are capable of. In a huge upset and the biggest win of the season, the Panthers won 11-7.

Tyler Forbes '22 showed up to play once again, opening up the scoring at the 13:48 mark of the first. After winning the next faceoff, the Panthers regained possession and senior Luke Peterson netted a goal of his own in the next 40 seconds. Defense remained quite strong throughout the entire game. Wesleyan was able to get two back on the board in the first, but after junior Chase Goree's goal, the game was 3-2 in Middlebury's favor.

Wesleyan opened up scoring in the second quarter, but Middlebury's offense was able to rebound quite quickly. Fans were quite impressed with the constant attack by the Panthers, who scored the next four goals of the half and took a demanding 7-3 lead into the second half. A.J. Kucinski '20 added two of his own, while Forbes and Will Brossman '21 netted one each on rifling shots.

In the second half, the Panthers proved just how good they were in the net and on the defense. It wasn't until more than halfway through the third quarter when Wesleyan scored their first and last goal of the quarter. Middlebury followed with two goals of their own, again by Forbes and Kucinski. The Panthers could start to taste the victory but remained strong to close out the game on the attack. They did not let Wesleyan, fifth in the country, gain momentum. Wesleyan scored at the 11:19 mark, but Middlebury answered minutes later. Trading goals was simply not enough for Wesleyan to come back. After the Cardinals closed within three goals with four minutes to go, Goree put the icing on the cake with a great goal at the 2:26 mark.

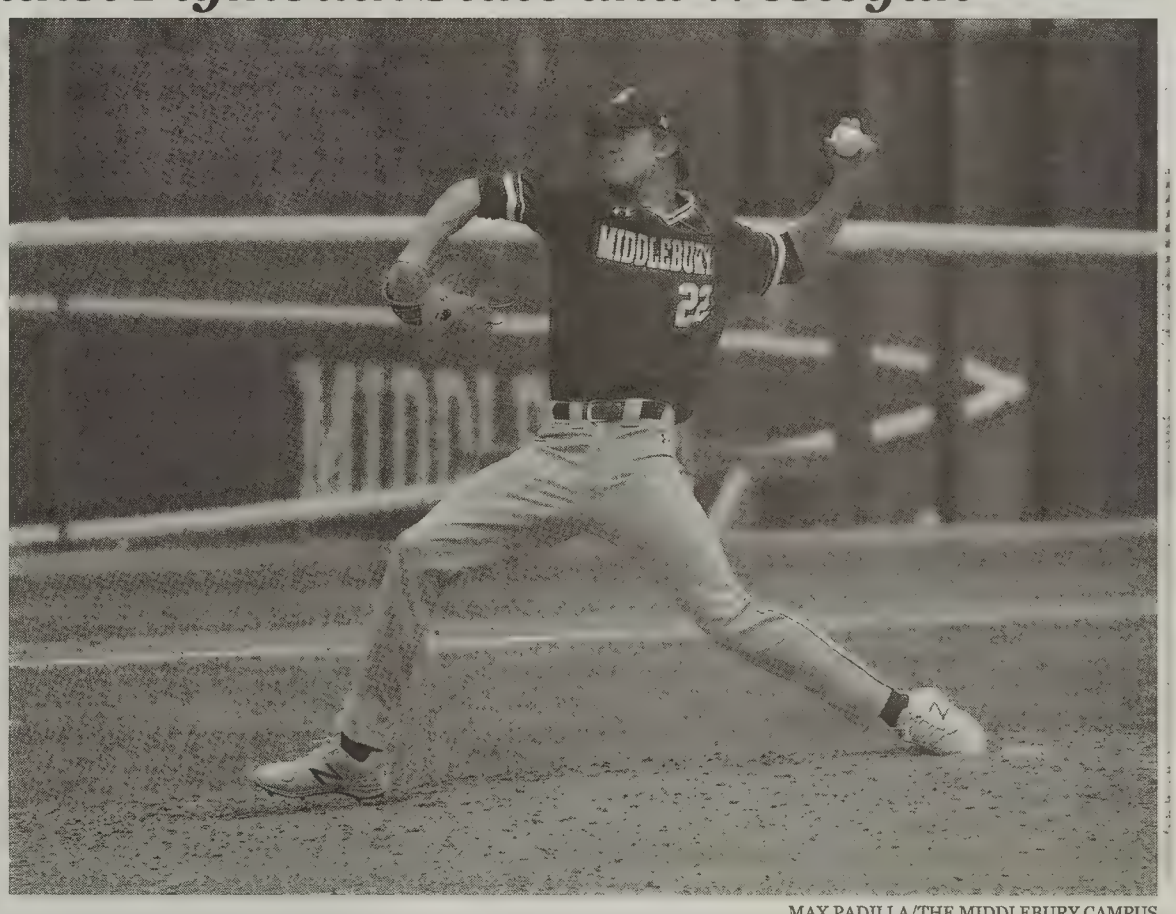
The Panthers proved just how well-rounded they can be when their season is on the line. Sophomore Jack Hoelzer, who has played a decent amount throughout the season for the Panthers, praised how solid their team depth is. "We had a bunch of young guys stepping up to the plate and older guys leading us on Saturday. We played a really solid game and put together a solid 4 quarters," Hoelzer stated.

A.J. Kucinski led the scoring with four goals and two assists, Forbes followed with three of his own. The man in goal earned a lot of praise this past weekend. "Tyler Bass ['21] played an amazing goal in net and with the help of the defense only let in seven goals 24 shots against the defending nationals champs," Hoelzer said.

The Panthers will continue their postseason run as they head to tournament-host Tufts on Saturday to take on the Jumbos at 12:00 p.m.

Baseball Goes 3-1 Against Plymouth State and Wesleyan

By ISABELLA MARCUS
Staff Writer



MAX PADILLA/THE MIDDLEBURY CAMPUS

First-year pitcher Alex Price captured a win in six innnings against Wesleyan, allowing just two runs.

The Middlebury Panthers (20-9, 5-4) wrapped up a four-game week with a series win over the Wesleyan University Cardinals (14-15, 4-5) in a NESCAC West matchup.

In a 9-4 win versus Plymouth State (13-20, 4-9), Middlebury scored four times in the second inning. Plymouth State scored a run and loaded the bases in the eight, but left runners stranded and the Panthers added a pair of insurance runs in the bottom of the inning to win the game.

Freshman pitcher Alex Rosario allowed just three runs on five hits over four innings. Senior pitcher Colby Morris received the win on a scoreless inning of relief.

"We were successful because we were playing loose and having fun playing instead of feeling like there was a ton of pressure on us to win," junior pitcher Andrew Martinson said.

In the first matchup against the Wesleyan Cardinals, the Panthers scored in the third inning when junior third baseman Hayden Smith reached base on an infield error and stole second base, moving into scoring position. Junior left fielder Justin Han drove Smith in on an RBI single down right-center field.

The Panthers took the lead in the bottom of the fourth, off a solo home run from junior first baseman Kevin Woodring.

Wesleyan pulled ahead in the seventh, and the Panthers threaten in its final at bat, but were unable to pull ahead.

Junior catcher Gray Goolsby went 2-for-4 with two doubles. Morris threw a complete game, allowing four runs on seven hits with five strikeouts.

In Sunday's doubleheader, the Panthers swept the Cardinals, winning 5-2 and 8-4.

In the first contest, Middlebury jumped out to an early 2-0 lead in the first inning. The Panthers extended its lead in the bottom of the second with an RBI single from Woodring and an RBI double from sophomore center fielder Henry Strmecki.

Freshman pitcher Alex Price earned the win with six innings of work, allowing two runs on five hits, and striking out four. Earlier in the week, he tossed a hitless inning against Plymouth State. Sophomore pitcher George Goldstein earned the save on an inning of relief.

In Game 2, Middlebury scored a pair of unearned runs in its first at-bat. In the bottom of the fourth, the Panthers took a 3-2 lead on a sacrifice fly to drive in senior left fiedler Sam Graf. Middlebury scored twice in the seventh, with an RBI double from Graf. In the eighth, junior Alan Guild, who went 1-for-1 pinch hitting, homered and Strmecki scored an unearned run.

Martinson received the win on two innings of scoreless relief. Graf went 2-for-4 with two doubles and an RBI, junior shortstop Brooks Carroll added two RBIs.

On the week, Woodring hit .538, with a double, a home run, and two RBIs. He went 5-for-11 against Wesleyan, with an OBP of .500 and was perfect in the field with 25 putouts.

The Panthers face Amherst College (15-12-1, 5-4) in its next NESCAC West matchup, beginning Friday, May 3rd at 4 p.m. at Amherst.

"We're preparing to keep the same mentality this weekend by having fun and playing loose and trusting that our work in the fall and winter is going to pay off," Martinson said.

Men's Tennis Falls to No. 4 Amherst

By JACK KAGAN
Senior Writer

Middlebury narrowly fell short on Saturday to No. 4 Amherst, who have been on a tear this season and have locked up the No. 1 seed for the NESCAC tournament which starts tomorrow. The Panthers can take away the fact that the match was incredibly close and they missed taking down the upstart Mammoths by just a few points.

In the doubles competition, André Xiao '21 and Nate Eazor '21 eased to the lone victory for the Panthers, as two upperclassmen pairings fell to give the Mammoths a 2-1 start to the match.

Amherst's sophomore standout Sean Wei, a former 5-star recruit out of John McEnroe Tennis Academy, handed Midd's Noah Farrell '19 a straight-set loss at #1 singles. Wei is an impressive 9-5 on the season out of the top spot. After Xiao lost at #3, the Panthers found themselves with their backs against the wall, down 4-1.

"We were fighting from behind, but our guys definitely dug in and fought back," said Assistant Coach Andrew Thomson. Panthers vet Lubo Cuba '19, having recently ceded the No. 1 spot to Farrell, pulled out an impressive straight set win.

More ladder changes for the Panthers have seen first-year Stanley Morris drop into the #6 spot. Morris also charged to an impressive straight-set victory against 4-star recruit William Turchetta out of New York.

Middlebury had two of its most contentious matches of the season while down 4-3 with the match on the line. Sophomores Nate Eazor and Adam Guo have been reliable for the Panthers this season in the bottom half of the ladder, and they were just a tiebreak away from getting the job done for a would-be upset against Amherst.

After winning the first set, Eazor just barely lost an 8-6 tiebreaker in the second set, before going on to lose the third set. Guo finished just after, losing a 7-3 tiebreaker in the decisive third set of his own match.

"It was definitely an extremely close match with Amherst...[they have] a great team and it was a hard fought match. That said, if we continue to put in work, stay healthy, and come ready to rumble for the NESCAC tournament, we will have a great chance to win no matter who we play," Thomson said.

The Panthers are definitely looking forward to the tournament on their home courts starting Friday, May 3rd. Middlebury earned the No. 3 seed and the right to play No. 6 seed Tufts, who they handed a 6-3 loss a couple weeks ago. A win on Friday would set up a rematch in the semifinals against No. 2 seed Wesleyan, who beat the Panthers 6-3 in early April.

Middlebury has reached the finals of the NESCAC tournament 10 times in the last 13 years. There are big expectations for the Panthers, but they have experience and home-court advantage on their side going into a pivotal weekend.

BENJY RENTON/THE MIDDLEBURY CAMPUS

Peter Martin '19 has posted an overall 21-9 record for the 2018-19 season and has gone 5-3 in NESCACs.

Water Polo Crowned National Champions

COURTESY PHOTO

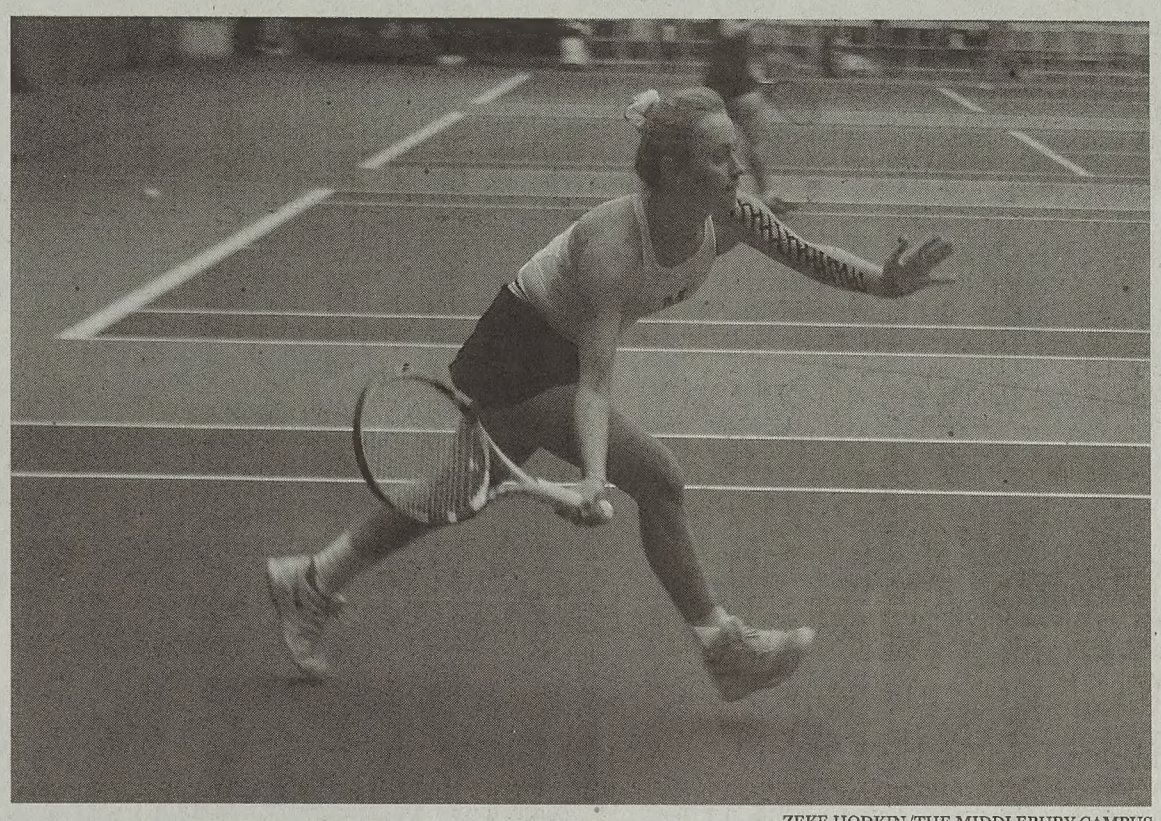
The water polo team placed first in Division III club nationals hosted at Villanova University in Pennsylvania. Senior Alaina Pribis was voted MVP of the tournament.

Women's Tennis Defeats Amherst and Skidmore

By CECELIA SCHEUER
Senior Writer

The Panthers wrapped up their regular season this past weekend as they picked up two victories against No. 6 Amherst (9-0) and No. 16 Skidmore (8-1). On Saturday, the Panthers blanked Amherst at home inside the Nelson Recreation Center before heading to Skidmore on Sunday for a 1:00 p.m. match. The Middlebury women's tennis team has now won eight straight matches in a row, bringing their overall record to 13-1 and 7-0 within the NESCAC.

"We feel very fortunate to be in the position that we are in right now," senior Christina Puccinelli said. "We can look back on a season of long practices and grueling matches and know that we've done everything we can to prepare ourselves for our goals of winning the NESCAC and NCAA titles!"



ZEKE HODKIN/THE MIDDLEBURY CAMPUS
Maddi Stow '20 (above) and her doubles partner, Christina Puccinelli '19, beat their Amherst rivals 8-0 at the No. 3 spot.

The Panthers kicked off the match against longtime "rival" Amherst by grabbing all three points during doubles play. The No. 3 duo of Puccinelli and Maddi Stow '20 blanked Jackie Ahn and Laura Swenson 8-0, while the top squad of Heather Boehm '20 and Ann Martin Skelly cruised past Risa Fukushige and Renee Karchere-Sun 8-2. The No. 2 junior duo of Katherine Hughes and Skyler Schossberger posted an 8-1 victory over Lily Feldman and Sofia Carlsson to secure the team's third point.

The Panthers crushed their singles matches as well, sweeping all six points in straight sets. At the top of the lineup, Boehm won 6-3, 6-0, while Hughes clinched a 6-4, 6-0 victory against Smukler at the No. 2 spot. In the third flight, Puccinelli won 6-3, 6-3 against Dewire, while Schossberger triumphed 6-4, 6-3 over Ivenitsky at the No. 4 spot. At the No. 5 spot, Stow posted a 6-4, 6-1 victory against Camilla Trapness before Emily Bian '21 rounded out the scoring with a 6-3, 6-4 win against Ramras at the bottom of the lineup.

On Sunday against Skidmore, the Panthers once again took all three doubles points. The No. 3 tandem of Puccinelli and Stow came out firing to earn an 8-0 victory over Jackie Ahn and Laura Swanson, while Boehm and Skelly eased past Risa Fukushige and Renee Karchere-Sun 8-2 in the top flight. At the No. 2 spot, Hughes and Schossberger clinched the team's third point with an 8-1 win against Lily Feldman and Sofia Carlsson.

In singles action, Puccinelli did not drop a single game as she cruised past Karchere-Sun 6-0, 6-0 at the No. 3 spot. In the second flight, Hughes secured the team's fifth point and overall victory with a 6-2, 6-0 win against Kaiova, Schossberger clinched a 6-2, 6-4 win against Feldman at the No. 4 spot. Emily Bian blanked her opponent at the bottom of the lineup and Stow posted a 6-4, 6-0 victory at the No. 5 spot. Skidmore picked up one point with a straight-set win at the top of the lineup for the final 8-1 score.

The Panthers are heading into the postseason on a high note as they eagerly anticipate the NESCAC Championships and NCAA playoffs. "We have five days to prepare for the NESCAC tournament and we plan to use them wisely," Puccinelli said. "We all have individual projects that we come to practice with each day, and we will continue to work on those projects throughout the rest of the postseason. While we are all incredibly excited for the conference tournament, it will be important for us to approach this weekend just as we have every other weekend this spring."

Middlebury will host the NESCAC Championships next weekend on the Proctor Tennis Courts.

SHIRLEY MAO/THE MIDDLEBURY CAMPUS
First-year Noelle Ruschil flashes her infielder skills.

SHIRLEY MAO/THE MIDDLEBURY CAMPUS
In 29 games, the Panthers have collected 269 hits, 53 doubles, 8 triples and 17 home runs.

Despite Mammoth Sweep, Panthers Set to Play in NESCAC Tournament

By MAX PADILLA
Photo Editor

Middlebury played its last series this weekend; they closed out the season with a five game losing streak.

The team played hard, but they were not able to snag a win from the Amherst Mammoths. The Panthers played twice on Saturday, April 28, losing 4-1 in the first game and 12-4 in the second with only six innings completed. Saturday morning, Amherst took a 3-1 lead by the third inning, and the Panthers weren't able to close the gap. In game two, the Mammoths established themselves early, taking a 5-2 lead by the top of the second. The Panthers tried to close the gap in the bottom of a third, bringing the score to 5-4 with runs completed by Sophia Marlino '22 and Melanie Mandell '19. Sunday, the Panthers played their final game and lost 7-0. However, the team showed up with a strong defense, holding off the Mammoths from earning a single run until the top of the fifth.

The team played 29 games this season and finished with a 12-17 record. They won 41.4% of their games, which is down from 64.5% (20-11) in 2018 and 54.7% (17-14-1) in 2017. Their PCT for conference games this year was .364 which is relatively comparable to the past two years, .445 in 2018 and .333 in 2017. They have a cumulative batting average of .326, up from .312 in 2018 and slightly lower than .341 in 2017. The team's on-base percentage is consistent with what it has been for the past two years, .401 this season, up from .383 in 2018 and .398 in 2017. The team also kept on par with the number of homeruns his, 17 this season compared to 18 from last season.

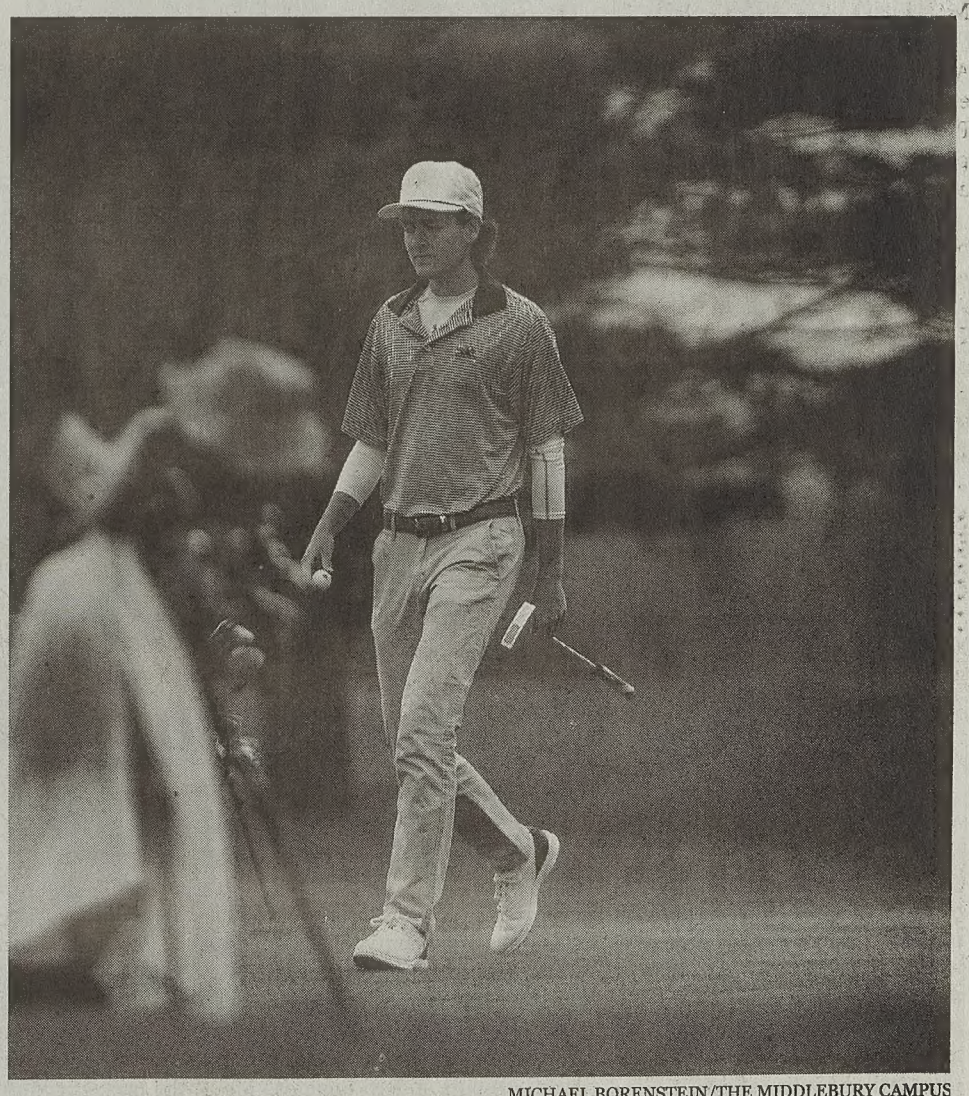
This weekend, the Panthers are set to play in the NESCAC Tournament, beginning on May 3. Middlebury will face the hosting Jumbos in the first round of the tournament. Tufts is currently ranked No. 1 in the East; Middlebury is ranked No. 4 in the West. Last year Tufts made it to game 6, or round two of the Championship, while Middlebury played in game 3 but lost to Bowdoin.

Photos of the Week

RELAY FOR LIFE CARNIVAL PROMOTES CANCER AWARENESS

BENJY RENTON/THE MIDDLEBURY CAMPUS
Relay for Life hosted their annual spring event this past weekend on April 28. This year, the organization hosted a carnival-themed event in Kenon Arena, complete with a dunk tank, bouncy house and lots of games in order to raise money for the American Cancer Society. In the top picture, Amanda Dafonte '19 sits posed ready to fall in the dunk tank, while in the bottom picture Seamus Turco '21 throws a bean bag in corn hole.

Men's Golf Finishes Third at NESCAC Championships



MICHAEL BORENSTEIN/THE MIDDLEBURY CAMPUS
The 2019 NESCAC Men's Golf Chapmionships came to the Ralph Myhre Golf Course on April 27-28. The Panthers, who finished third (439), shot nine above first-place Trinity (430). Junior Jeffrey Giguere tied for the fifth best individual performance, totaling 108 strokes by the end of the weekend.

Men's Track and Field Triumphs, Women Place Second at NESCACs

By JORDAN HOWELL
Senior Writer

The Middlebury track and field team began the first part of the championship season with a bang. On Saturday, April 27, the team competed with a great deal of passion at the NESCAC Championships. The men's team ultimately captured the gold, while the women's team came in second to Williams.

The men were able to win the NESCAC Championships with a total score of 201 points. The great performances started with Nick Hendrix '20, as he came in first place in both the 100 meter dash and 200 meter dash. The Panthers also captured the first three places in the 400 meter dash. Jimmy Martinez '19 came in first with a time of 50.06, Josh Howard '19 came in second with a time of 50.89 and William Robertson '21 came in third with a time of 51.02. It is also important to mention that Nathan Hill '20 came in second place in the 800 meter run, while Jon Perlman '19 and Hill came in second and third place respectively in the 1500 meter run. In the 4x100 meter relay, the Panthers finished first with a time of 42.76. This team was composed of Noah Wagner-Carlberg '19, Hendrix, Arden Coleman '20 and Conor Banky '19.

"I am very happy we won the 4x100," Banky said. "We have a great group of sprinters that work hard and continue to push each other everyday. I believe my times on Saturday are a result from everyone's effort throughout the week."

The Panthers also got first in the 4x400 meter relay with a time of 3:23.35. This team was composed of Coleman, Robertson, Howard and Martinez. To finish off, Theo Henderson '20 came in first in the 3000 meter steeplechase, John Natalone '19 came in first in the pole vault event, Zack Sieb '21 came in first in the discus throw and Minhaj Rahman '19 finished first in the hammer throw.

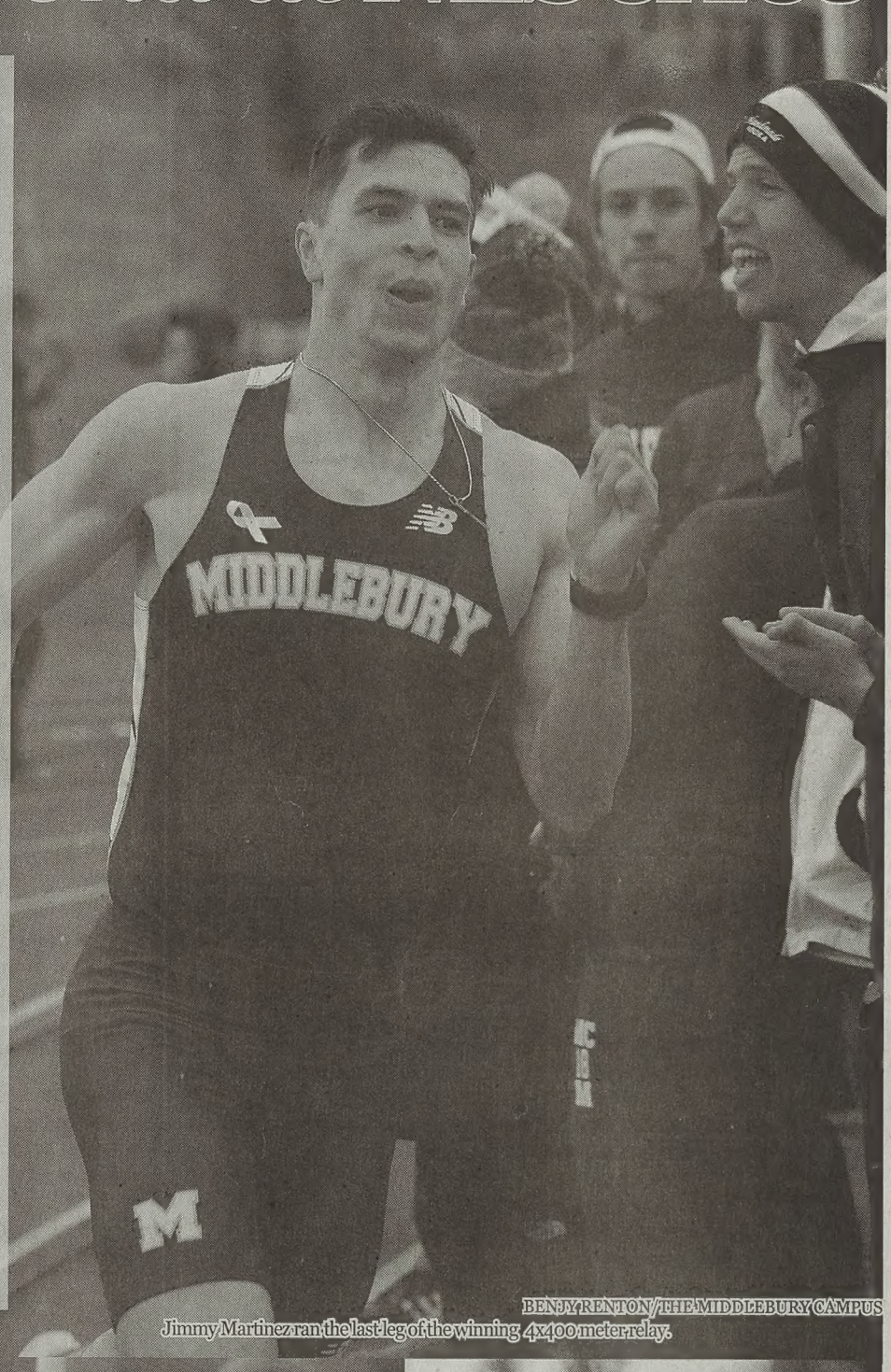
In a total field of eleven teams, the women were able to come in second in the NESCAC Championships. The Panthers had a total of 145.50 points, while Williams came in first with 165 points. The notable performers include Gretchen McGrath '21, who came in fourth place in the 200 meter dash with a time of 26.32. McGrath also came in fifth in the 400 meter dash. Cassidy Kearney '22 had a time of 2:15.83 in the 800 meter run to capture third place. Abigail Nadler '19 got third place in the 1500 meter run with a time of 4:39.57. Rory Kelly '19 and Nadler captured first and second place respectively in the 5000 meter run. Kelly had a time of 17:47.74. A time of 35:58.49 placed Kate MacCary '19 first place in the 10,000 meter run. The Middlebury "A" team won the 4x800 meter relay with a time of 9:34.62. This team was composed of Katie Glew '21, Meg Wilson '20, Anna Willig '20 and Nicole Johnson '22. Kreager Taber '19 got second in the pole vault event with a vault of 3.55 meters. Rebecca Gorman '20 was able to capture first place in the Javelin throw with a throw of 41.22 meters.

"The overall team had a fantastic showing at NESCACs and many people out-performed the predicted results," Kelly said. "The women's team really went for it despite being down some key contributors and we were all very proud of our collective work and that all of us competed bravely. In addition, it was great to see the men win the team title for the second year in a row."

Despite an early win in the championship season, the Panthers still have a long way to go. The Division III New England Championships begins on Thursday, May 2 and goes through Saturday, May 4. I have no doubt that the Panthers can continue their dominance.

"We are heading into postseason with one of the best combined NESCAC performances Middlebury track and field has ever seen," Gorman said. "Moving forward into championship season, the team is going to take that energy and run with it. There is more work to do and more records to be broken. We are going to show DIII Track and Field what Middlebury is made of."

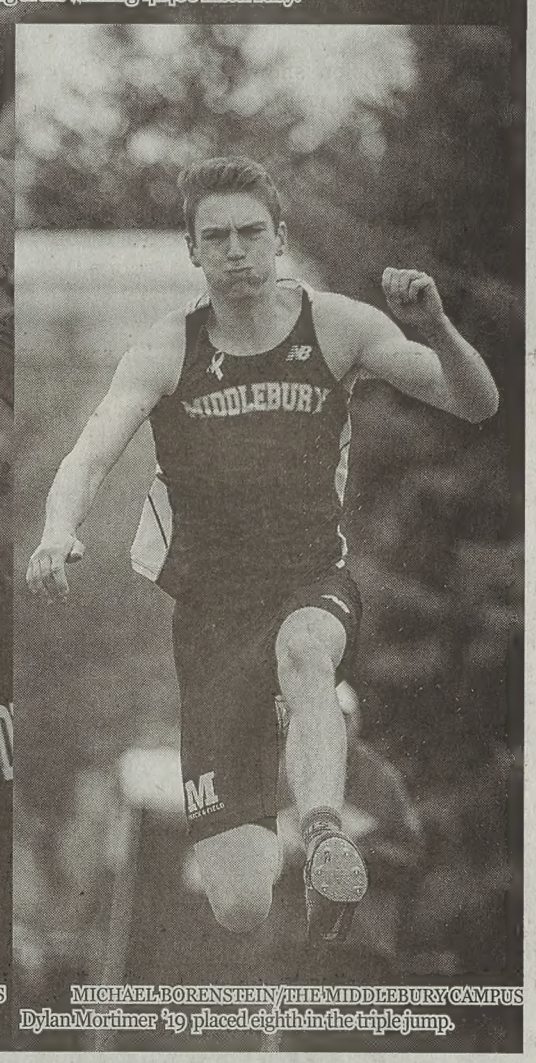
Banky adds, "Everyone's excited to keep this train going. Even though some athletes will not move on to compete, everyone continues to support each other until competition season is over. Seeing the support within the team has been one of the best parts of getting to know this close-knit group."



BENJY RENTON/THE MIDDLEBURY CAMPUS
Jimmy Martinez ran the last leg of the winning 4x400 meter relay.

BENJY RENTON/THE MIDDLEBURY CAMPUS
Katherine MacCary '19 embraces assistant coach Nicole Wilkerson.

BENJY RENTON/THE MIDDLEBURY CAMPUS
Meg Wilson '20 runs the second leg of the 4x800 relay.



MICHAEL BORENSTEIN/THE MIDDLEBURY CAMPUS
Dylan Mortimer '19 placed eighth in the triple jump.

SHIRLEY MAO/THE MIDDLEBURY CAMPUS
Kate Zecca '20 scored twice in the second half to bring the Panthers to a 15-2 win.

SHIRLEY MAO/THE MIDDLEBURY CAMPUS
Sarah Weppler '21 attempts to dodge past a Bates defender.

Women's Lacrosse Surges Past Bates in Quarterfinals

By LAUREN BOYD
Senior Writer

The Middlebury women's lacrosse team dominated Bates in the first round of the NESCAC Tournament, winning 15-2. It took more than 40 minutes for the Bates Bobcats to score, while the Panthers racked up 15 points with two halves of impressive play.

The Panthers looked to redeem themselves after an outlier loss to Bates for their first game of the season in OT. Not only did the Panthers prove themselves deserving of their No. 3 national ranking, but they also made up for a first game blunder. This time Middlebury was dominant.

Less than two minutes into the start of the game, senior captain Emma McDonagh started off the scoring for the Panthers. With two goals in just a few minutes, McDonagh spurred the ceaseless offensive domination. McDonagh lead the Panther offense with five goals on the game.

By halftime, Middlebury had acquired 2/3 of their points, leading the Bobcats 10-0. Kirsten Murphy '21 tacked on four goals throughout the contest, two of which came at the start of the half. Murphy's goals put the Panthers up 12-0. Minutes later, two Panthers connected with the back of the net (Kate Zecca '20 and Lily Riseberg '22). Finally, Zecca added a second goal to complete the Panther 15-0 run.

With only a few minutes left in the game, the Bobcats were finally able to put a few points on the board, ending the contest 15-2.

McDonagh, whose season has been impressive within itself, reached 202 career points this past weekend.

Not only did the team dominate offensively, but they also continue to impress defensively. Julia Keith '20 had a great game, finishing with 10 saves to shutout the Bobcats in her 40:55 on the field. Defender Addy Mitchell '21 also collected four ground balls on the day. Out of 16 games this season, the Panthers have held their competition to single digits 14 times.

While the Panthers have had an impressive season thus far, the postseason is not yet finished. Coming up this weekend, the women's lacrosse team will face Amherst in the semifinals.

One Third of Respondents Broke the Honor Code

By ZEKE HODKIN
Contributing Writer

HONOR CODE

Students overwhelmingly supported the statement that "it's possible to do well academically without cheating at Middlebury." Nearly nine in 10 respondents agreed to some degree with the prospect of succeeding without cheating. Still, over 35% of respondents also admitted to having broken the honor code, with 57% saying they have never broken it.

MOST DIFFICULT CLASS

There was an overwhelming skew towards STEM-oriented classes when students identified their hardest class they have taken at Middlebury. Mathematics was most frequently listed as the hardest department students have taken a class in; the Computer Science, Political Science and Chemistry departments were also named by more than 10% of total respondents. Traditional humanities courses were less frequently perceived as difficult.

EXPRESSION OF VIEWS IN THE CLASSROOM

The Zeitgeist survey also looked beyond students' academic qualms and into issues they may face in the classroom. Students were asked how many times in any given week they feel they are unable to express their opinions. As a whole, roughly one in seven respondents reported feeling unable to speak freely more than three times in a given week; over half of respondents reported withholding their opinions one to three times a week.

Students who identified as social conservatives reported dramatic differences in willingness to express their opinions in class. 48% of social conservatives reserved their opinion four or more times during an average week, compared to 14.5% of the student body as a whole. Most saliently, 17% of social conservatives reported reserving their opinion more than 10 times a week, compared to a mere 2% of the overall population.

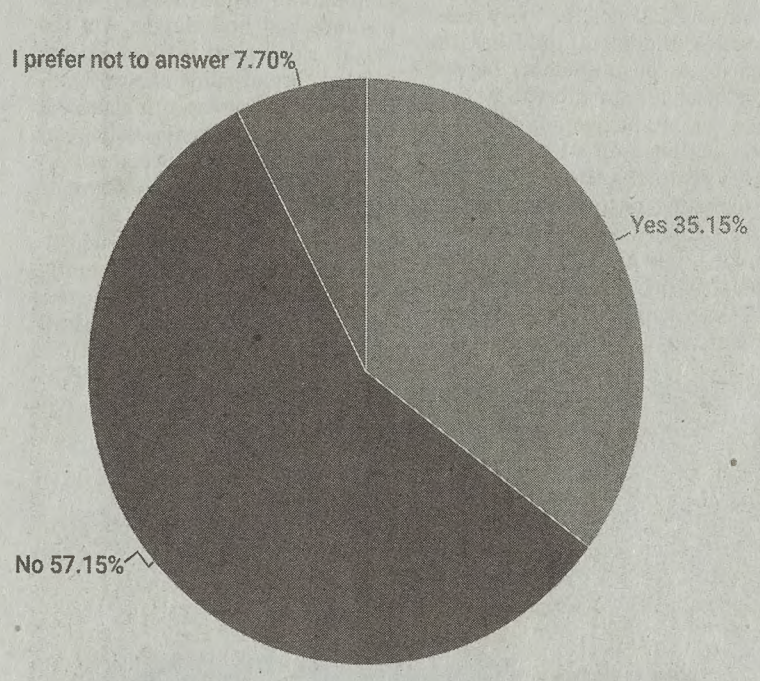
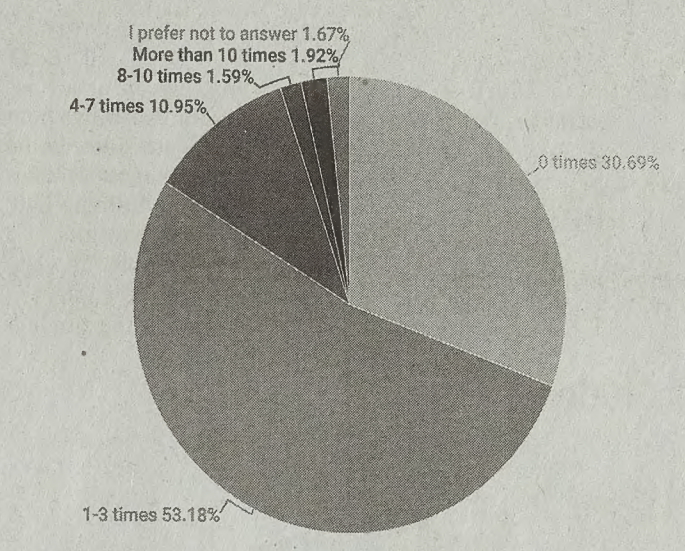
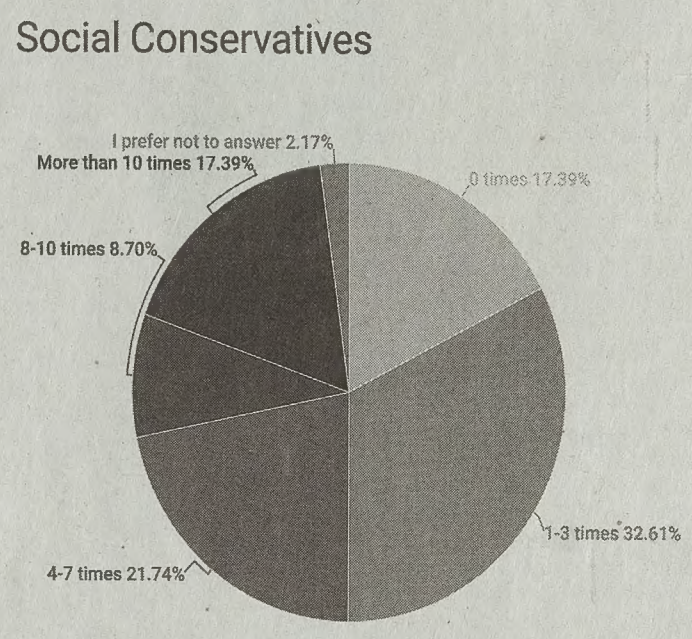


Figure 1 (left): Have you ever broken the honor code?

Figure 2.1 (top): In an average academic week, how many times do you stop yourself from expressing your opinion in class because it is not the majority opinion?

Figure 2.2: Responses to the above by students who identify as socially conservative.





Students Prefer Relationships Over Hook-ups

By CAROLINE KAPP
News Editor

Movies, television shows and popular music frequently glorify hook-up culture, especially on college campuses. While Zeitgeist reveals that hook-up culture is a large part of college life for many Middlebury students, it is not what they prefer.

When asked what campus cultures students participate in that they do not enjoy, hook-up culture was identified second, only after a culture of "busyness." Hook-up culture outpaced drinking and outdoorsy-ness, among other aspects of life at Middlebury.

In the past twelve months, the majority of respondents have had consensual sexual relations with one-to-three partners. A little over 8% have had more than seven sexual partners in the past year.

Many students responded that they do not prefer hook-up culture. Over 87 percent of respondents indicated a preference for a romantic relationship, while only 6.96 percent favor hook-ups. These proportions remained relatively consistent across demographic markers including gender and sexual orientation.

This data corroborates a thesis published in 2015 by Leah Marie Fessler '15 for the English and American Literatures Department. The thesis, titled "Can She Really 'Play That Game Too'?" explores romantic and sexual culture at Middlebury, focusing on women's experiences with hook-up culture.

Fessler used anecdotal evidence, data collected through an online survey and other forms of data such as Yik-Yak posts to conclude that female students at Middlebury almost always desired committed and consistent romantic relationships.

"Call it anti-feminist (which I'll soon explain it's not), call it old-fashioned (which sure, it is), call it dependent (which it may be) call it whatever you want," Fessler wrote, "But I'd be so bold to respond: Call it true."

Hook-up culture is glorified, Fessler explains, and students cite a number of reasons for participating. Fessler recognizes that some might criticize as anti-feminist her claim that hook-up culture is not compatible with females. But she argues that "by actively subscribing to male's preferred sexual behavior... women ironically bolster, rather that react against male dominance."

Zeitgeist results demonstrate that not much has changed since Fessler graduated four years ago. Students are still widely participating in a culture of hook-ups, while they would prefer romantic relationships. But, Zeitgeist data suggests that this is not only true for females at Middlebury and rather holds true across student respondents.

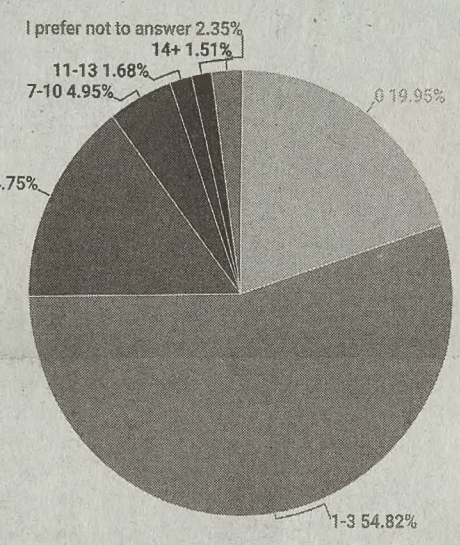


Figure 1: In the last twelve months, with how many partners have you engaged in consentual sexual activity?

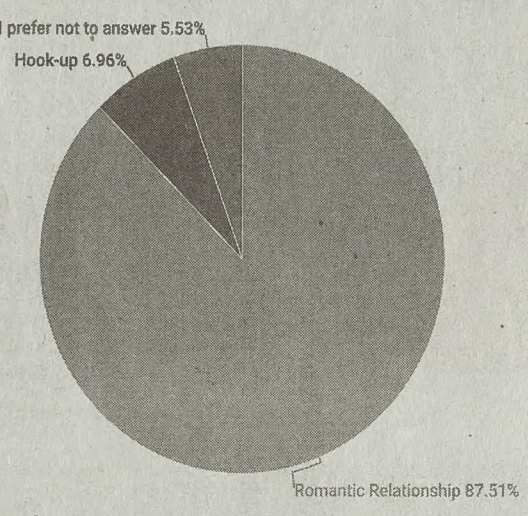
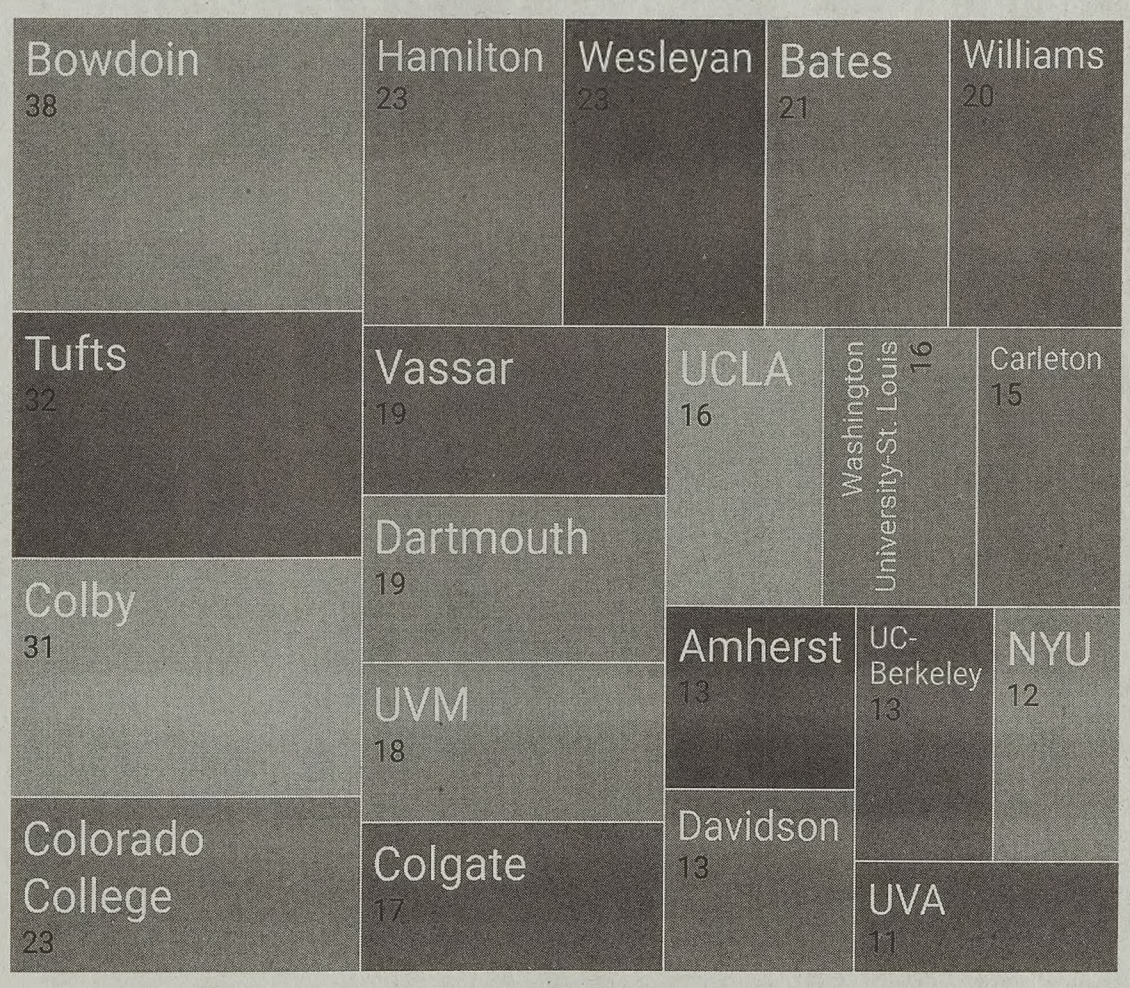


Figure 2: Would you prefer a hook-up or a romantic relationship?

College Overlaps: Where MiddKids Almost Went



Of the other schools to which you were admitted, which institution(s) did you come closest to choosing over Midd?

By MONIQUE SANTOSO
Online Editor

STUDENT OVERLAPS MOST WITH NORTHEAST COLLEGES, NESCAC

Highly educated, environmentally conscious and athletic are some of the adjectives that students at Middlebury commonly use to describe their fellow peers.

This data can be found at Unigo, a website for high school applicants to review college profiles, statistics and scholarships used by over 1.6 million students across the world. The website also showed that these are the same adjectives that students at Bowdoin College, Tufts University and Colby College use to describe their peers.

So it is no surprise that the Zeitgeist survey revealed that Bowdoin, Tufts and Colby were among the three top institutions over which students chose Middlebury.

LIBERAL ARTS EDUCATION

Almost half of the overlap institutions are identified as liberal arts schools. Furthermore, 27% of institutions were one of the eleven schools in the NESCAC, of which Middlebury is a part.

CLOSE ENOUGH TO VISIT HOME ON BREAKS BUT NOT WEEKENDS

High school students wonder how far too far is for college and for Middlebury students from the Northeast, Middlebury is the ideal distance: close enough to go home for breaks, but not for weekends.

According to the latest college profile in Fall 2018 by Middlebury's Office of Assessment and Institutional Research, 16 percent of students hail from New York, with Massachusetts trailing close with 14 percent of students. In-state colleges offer shorter commutes, which may be reflected in the locations of the schools many students applied to. More than half of students, 61%, hailed from the Northeast.

Eat, Sleep, Drink: A Look Into Campus Life

Which dining hall is the best?

By HATTIE LEFAVOUR
Local Editor

DINING HALL: OVERALL

The dining hall debate has long served as a campus identifier — are you a Proc person or a Ross person? — accompanied by silent judgement from both sides. In the end, more students favor Middlebury's oldest, coziest dining hall, according to Zeitgeist results.

With nearly 40% of the vote, Proctor Dining Hall was crowned the favorite among the student population, and Ross wasn't even in second place. Atwater Dining Hall polled second with 33% favorability, while Ross lagged behind with approximately 27%.

So what is it about Proctor? Maybe not the food. Although it's popular for its well-utilized panini presses and consistent fare, Ross menus are usually more expansive and students often quip that Atwater's are "fancier." Out of the three, Proctor is even ranked last on the college review site "Niche" in the category of Middlebury's "best on-campus food options." On the other hand, Proctor boasts the shortest lines, low ceilings and a diverse range of seating choices from the lounge to the booth room, giving it an intimacy that Ross and Atwater might lack. Proctor is the welcoming space you can walk into in pajamas after a night out. The meat of the matter is that Proctor simply doesn't judge. (And it will be served with kettle chips.)

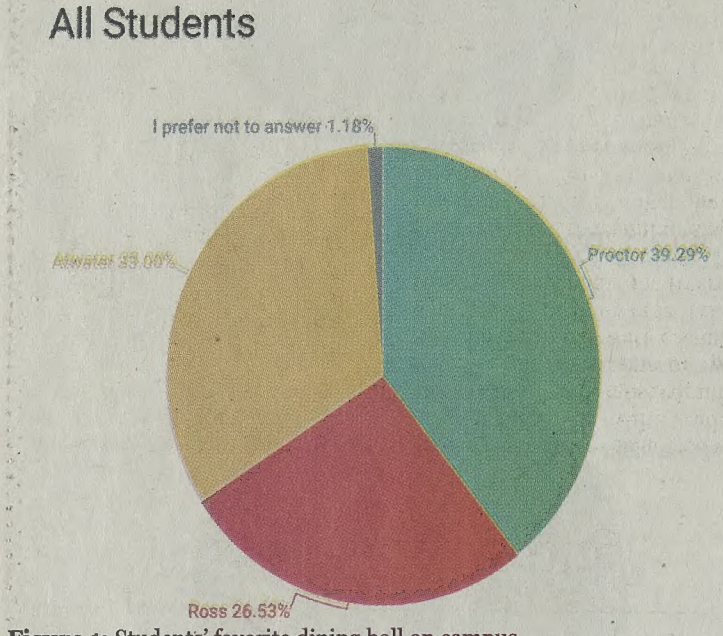


Figure 1: Students' favorite dining hall on campus.

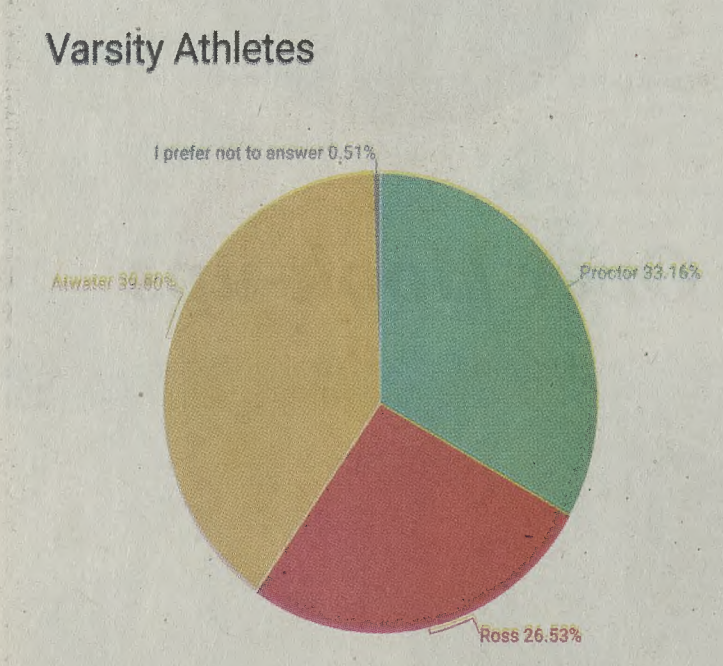


Figure 2: Varsity athletes' favorite dining hall on campus.

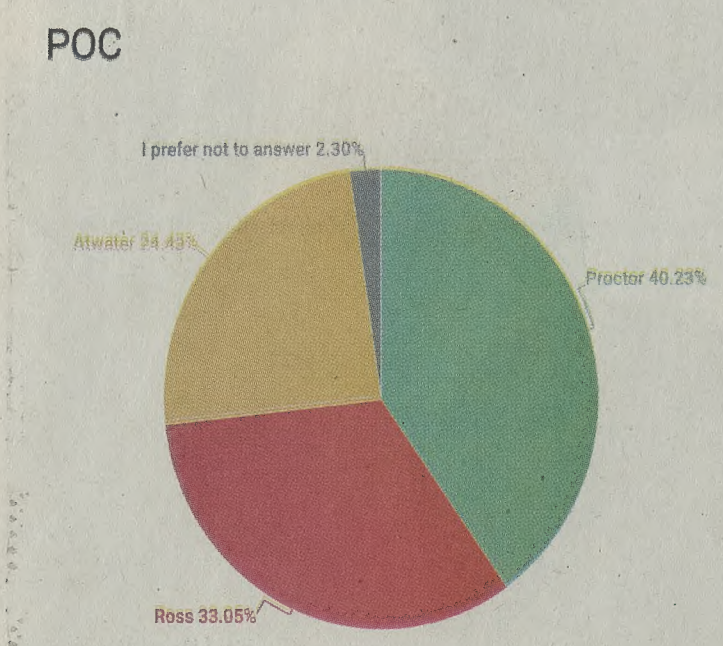


Figure 3: Students of color select their favorite dining hall on campus.

DINING HALL: ATHLETES VS NARPS

In contrast to results showing students' overall preference for Proctor, varsity athletes opted for Atwater 40% of the time, They diverged from their non-athlete peers to rank Proctor second (and Ross last, again). Atwater, Middlebury's newest dining hall, was constructed in conjunction with the notoriously sports team-populated Atwater suites, providing them with a convenient stop at perhaps the campus' most upscale stop for breakfast and lunch. It also exclusively offers round tables that allow for larger groups.

DINING HALL: CLASSES

While first-years prefer Proctor slightly more than upperclassmen at 43% favorability, Middlebury's oldest dining hall retains a remarkably consistent 38% of votes among sophomores, juniors and seniors. Ross Dining Hall loses favor as students grow older. Atwater picks up the loyalty that Ross loses. This leaves seniors as the only class that prefers Atwater. Ross tallies less than 20% of favorability amongst seniors. Ross Dining is often favored by those who conveniently live in the Ross dormitories, which contains less housing for seniors than for other classes. This may explain the eight-point drop between junior and senior Ross favorability, and why it's most popular among first-years.

DINING HALL: POCS

The only demographic group to have an overwhelming majority favor a dining hall was students of color, more than 50% of whom prefer Proctor. Meanwhile, only 14% of students of color favor Ross.Although nearly all surveyed student groups preferred Proctor, these high preference levels among non-white students raise concerns of exclusiveness and "othering" within the college, particularly in a space that is supposed to be neutral and welcoming.

What do you feel pressured by?

By HATTIE LEFAVOUR
Local Editor

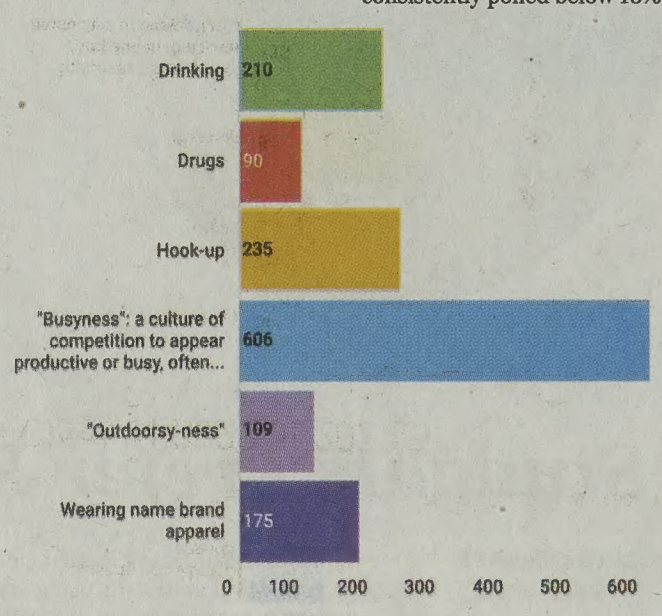
UNENJOYABLE CULTURES: GENERAL

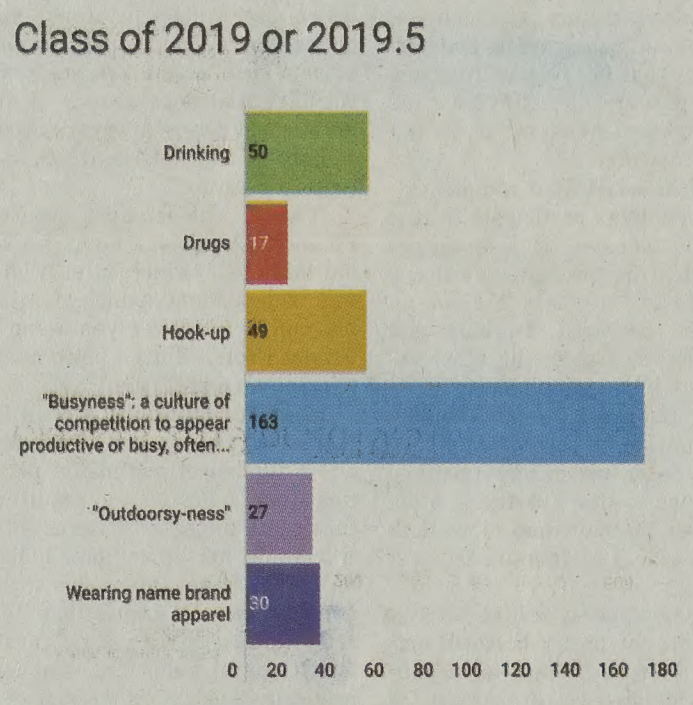
The "busy-ness" game is one that's all too familiar to Middlebury students. From loudly complaining about upcoming problem sets at lunch to half-bragging about hours logged at Davis, more than 40% of students reported participating in "busy-ness" culture, even though they don't enjoy it. Defined as a competition to appear busy that often comes at the expense of mental or physical health, "busy-ness" pervades Middlebury and has the capacity to push students beyond their means in an effort to be perceived as productive. Middlebury's infamous hook-up scene also tops the list, with 235 students, or 16%, participating despite not enjoying it. This culture is often paired with drinking, in which 15% of students report partaking despite disliking it. These statistics reflect a social pressure that informs choices that are meant to be personal, which has the potential to foster unhealthy or dangerous relationships to sex and alcohol.

UNENJOYABLE CULTURES: CLASS

"Busy-ness" culture is reported at above 40% even for first-years, but the bad news is that it doesn't really get better. In fact, its prevalence steadily increases as students get older. The classes of 2019 and 2019.5 reported almost 50% participation, perhaps as a result of increased pressure to complete graduation requirements, boost resumes and find careers. On the bright side, participation in unwanted "brand-name apparel" culture steadily decreases in an ascent through the class years, tallying at 14% in the class of 2022 and 2022.5 and dropping to around 9% among seniors.

Drinking, drug and hook-up culture all remained relatively consistent across the grades, as did a pressure to appear "outdoorsy," which consistently polled below 10%.


Drinking 210
Drugs 90
Hook-up 235
"Busyness": a culture of competition to appear productive or busy, often... 606
"Outdoorsy-ness" 109
Wearing name brand apparel 175
0 100 200 300 400 500 600


Class of 2019 or 2019.5
Drinking 50
Drugs 17
Hook-up 49
"Busyness": a culture of competition to appear productive or busy, often... 163
"Outdoorsy-ness" 27
Wearing name brand apparel 30
0 20 40 60 80 100 120 140 160 180
Class of 2022 or 2022.5
Drinking 50
Drugs 19
Hook-up 54
"Busyness": a culture of competition to appear productive or busy, often... 135
"Outdoorsy-ness" 32
Wearing name brand apparel 47
0 20 40 60 80 100 120 140

Who are you texting?

By HATTIE LEFAVOUR
Local Editor

In a question asking students to count how many of their past 10 texts were with someone of their own race, it was found that white students' texting habits tended to be far more insular within their own race. More than 85% of white students reported that more than half of their past 10 texts were solely with other white people, with a majority reporting that eight, nine or all 10 texts were exchanged within their race. Non-white students, on the other hand, most commonly reported that zero, one or two of their past 10 texts were exchanged with people of their race. Middlebury's student body, for reference, is approximately 64% white. These statistics are also useful in displaying how "othering" takes place at Middlebury, leading non-white students to feel removed from the mainstream campus community at a predominantly white school.

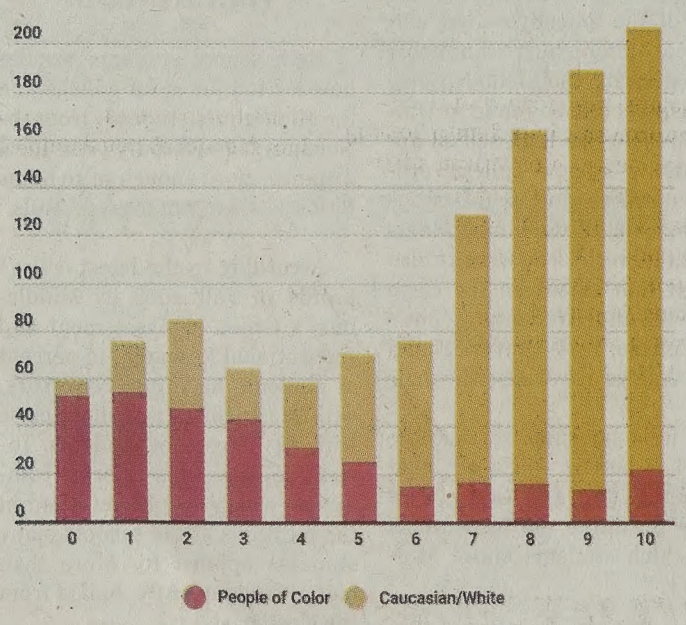


Figure 1: In your past 10 texts, how many are with individuals of your race?

GRADES / SLEEP / SOCIAL LIFE

The "work hard, play hard" attitude is ingrained in Middlebury students before we even arrive on campus. As it turns out, it's more than a stereotype — data tells us the same story. When asked to choose two of three options out of good grades, sleep and social life, Middlebury students chose good grades three quarters of the time, usually paired with social life. Although the overwhelming focus on good grades may reflect well on Middlebury students' academic integrity, it's troubling when paired with low prioritization of sleep. This high-stress, no-rest duo can easily jeopardize students' mental and physical health, which is particularly concerning when accompanied by Middlebury's "busy-ness" culture, documented below.

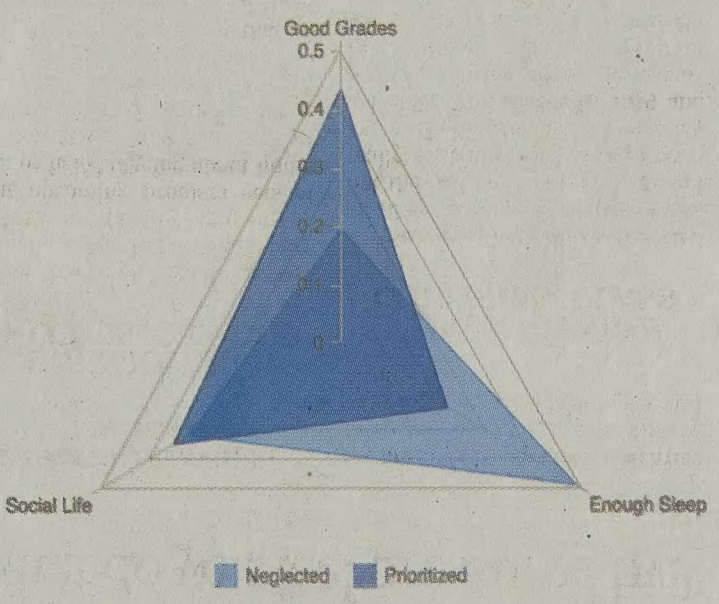


Figure 1: Which are most important? You can only pick two.